## DOCUMENT RESUME

ED 171 875 CE 016 256

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|---|---|
| AUTHOR | Mustaffa-Kedah, Omar, Ed. |
| TITLE | Literacy and Adult Education: The Arab Experience with Particular Reference to Iraq. |
| INSTITUTION | International Inst. for Adult Literacy Methods, Teheran (Iran). |
| PUB DATE | 77 |
| NOTE | 191p.; Not available in hard copy due to light and broken type |
| AVAILABLE FROM | International Institute for Adult Literacy Methods, P.O. Box 1555, Teheran, Iran ($2.00, plus $1.50 airmail postage charges) |
| JOURNAL CIT | Literacy Discussion; v8 n3 Entire Issue Autumn 1977 |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Adult Basic Education; Adult Education; *Adult Literacy; *Arabs; *Change Strategies; Curriculum Planning; Developing Nations; Educational Planning; Educational Policy; *Literacy Education; National Programs; *Program Development; Staff Improvement; Teacher Education; Teacher Recruitment; Textbook Standards |
| IDENTIFIERS | Arab Literacy Strategy; *Iraq; Third Alexandria Conference |

ABSTRACT

This issue of Literacy Discussion explains the joint Arab strategy for illiteracy eradication and reviews Iraq's particular situation. The first of six articles traces literacy development in the Arab World leading up to the adoption of the Arab Literacy strategy at the 1976 Third Alexandria Conference in Baghdad, Iraq. It also presents information drawn from a literacy survey of Arab countries covering the period from 1970-74. The second article describes the Arab Literacy Strategy which includes analyzing the situation, defining objectives, reviewing principles and trends, and proposing implementation procedures. The third article, from the secretariat general, reviews the early steps in illiteracy eradication beginning in 1922 and continuing up to and following Iraq's 1968 revolution. Papers 4-6 are presented by the educational planning division of the ministry of education. Article 4 concerns staff recruitment and training, and it emphasizes linking staff development efforts to a long-term plan for adult and non-formal education. The final articles discuss the status, development, and selection of curricula and textbooks for Iraq's national campaign against illiteracy. A resume is present in French, Spanish, and Arabic. The issue concludes with reviews, responses, and discussion on (1) the use of radio in adult literacy education and (2) adult education and individual modernity. (CSS)

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# LITERACY AND ADULT EDUCATION

## The Arab Experience
## with particular reference to Iraq

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Edited by

Omar Mustaffa-Kedah

Associated with

The Revolutionary Command Council

The Supreme Council for Compulsory Literacy
and Adult Education

Republic of Iraq

Ministry of Education, Baghdad

The Arab Literacy and Adult Education Organization

The Regional Centre for Functional Literacy in Rural
Areas for the Arab States

Baghdad 1977

AE 016 256

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# LITERACY DISCUSSION

Vol. VIII, No. 3
Autumn 1977

RESUMES

ARABIC عربى

ENGLISH ESPANOL FRANCAIS

Published quarterly by

I.I.A.L.M.

The Editors invite authors to submit manuscripts which they believe to be of interest to those in the field of literacy and adult education. Contributions in the form of articles, book reviews, abstracts, research papers, texts of lectures, reports on projects and literacy institutes, as well as bibliographies will be accepted. These should preferably be written in English or French, however papers in Spanish, Italian, Arabic and German will also be considered. All correspondence should be addressed to:

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**SUBSCRIPTION RATES:**

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| Individual issues | $ 2.00 (U.S.) |
| Annual subscription | $ 8.00 (U.S.) |

*Our Cover*

*The Persian script forming the flame of knowledge is a quotation from Ferdowsi's immortal "Shahnameh" wherein the poet, paraphrasing the Prophet Mohammad, urges a life-long quest for learning: "Seek knowledge from the cradle to the grave." The cover was designed by Mr. Ali-Zadeh Hamedani.*

Printed by: The International Institute for Adult Literacy Methods, established by Unesco and the Government of Iran, in 1968.

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# PUBLISHER'S NOTE

This issue of *Literacy Discussion* opens a debate on literacy and adult education in the Arab World. It explains, in general, the joint Arab strategy for the eradication of illiteracy and reviews, in particular, the situation as it is in Iraq and the steps which are being taken to eradicate illiteracy by the 'mid-eighties'.

Literacy is important to the 21 Arab States in Asia and Africa if they are to achieve planned national and economic development. The illiteracy rate runs as high as 73.0 per cent, according to Unesco, and the number of illiterate adults (15 years of age and above) is more than 49.9 million. Illiteracy is higher among women (85.7 per cent) than men (60.5 per cent) and is worse in rural than urban areas.

The International Institute for Adult Literacy Methods wishes to thank the Iraqi Supreme Council for Compulsory Literacy and Adult Education and the Iraqi Ministry of Education for their active co-operation and permission to translate from the Arabic a certain number of documents presented to the Baghdad Conference for Compulsory Literacy. Thanks are also expressed to the Arab Literacy and Adult Education Organization (ARLO), a specialized agency of the Arab League Educational, Cultural and Scientific Organization (ALECSO) and the Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC/Unesco), co-sponsors of the Third Alexandria Conference for Literacy in 1976.

The Institute is also indebted to ASFEC for the translations of the second, fourth, fifth and sixth papers and to the General Secretariat, Supreme Council for Compulsory Literacy and Adult Education, Revolutionary Command Council, Republic of Iraq, for the third paper: "Iraq: State of Literacy Following the 1968 Revolution". Translation was prepared by Sa'ib Amin Ahmed, Ministry of Education, Baghdad and it was edited by the International Institute for Adult Literacy Methods, Tehran.

# INTRODUCTION

## *THE ARAB WORLD*

The League of Arab States was formed in 1945 to advance Arab interests throughout the world. Founder members were Egypt, Iraq, Lebanon, Saudi Arabia, Syria and Transjordan. Other Arab countries joined after independence and today there are 21 member states with a total population of approximately 153 million.

The Arab countries in Asia are: Bahrain, Iraq, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syria, the United Arab Emirates, the Arab Republic of Yemen and the People's Democratic Republic of Yemen. Population is 48 million.

The African Arab countries (population 105 million) are Algeria, Djibouti, Egypt, Libya, Mauritania, Morocco, Somalia, Sudan and Tunisia.

While the Arab States share a common religion there is a great disparity in size, economic level, tradition and political ideology.

The League's original objectives have been expanded and it now maintains a number of specialized agencies, such as the Arab Literacy and Adult Education Organization (ARLO) which was created in January, 1966. The date of its formation on the 8th day of the month is now celebrated annually as Arab Literacy Day. The Arab League Educational, Cultural and Scientific Organization (ALECSO) was established in July 1970 and has since become, in many respects, an Arab Unesco while the League of Arab States approximates to an Arab United Nations, with many affiliated organizations.

## *ADULT EDUCATION*

What is meant by the term adult education?

According to Unesco, "the term 'adult education' denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeships, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the two-fold perspective of full personal development and participation in balanced and independent social, economic and cultural development;

"adult education, however, must not be considered as an entity in itself; it is a sub-division, and an integral part of a global scheme for life-long education and learning;

"the term 'life-long education and learning', for its part, denotes an overall scheme aimed both at restructuring the existing education system and at developing the entire educational potential outside the education system".[1]

Illiterate adults in Arab countries and in other parts of Asia, Africa and Latin America, represent a huge mass of under-employed human resources "since in most instances, literacy and adult education programmes are, despite declared intentions and promises, still treated as the 'poor relatives' in the educational family. According to Unesco statistics, only 1%, on the average, of educational funds are earmarked for literacy and adult education."[2]

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1. *Recommendation on the Development of Adult Education, adopted by the Unesco General Conference at its nineteenth session, Nairobi, Kenya, 26 November 1976, p. 2.*

2. *Final Report of the International Workshop for Editors of Literacy and Adult Education Journals, Tehran, Iran, 7-12 March 1977, published by the IIALM, p. 6 (available upon request from the IIALM, free of charge).*

Thus it is that while the percentage of adult illiterates has declined from 39.3 per cent around 1960 to 34.2 per cent around 1970, the absolute numbers have increased as shown below:

| | Around 1960 (000) | Around 1970 (000) |
|---|---|---|
| Total adult population (15 years and over) | 1,869,000 | 2,287,000 |
| Illiterate adults | 735,000 | 783,000 |

It is within this context that the question of Adult Literacy in the Arab States is examined in this issue of *Literacy Discussion*. Part One deals with the subject generally, while the second part concentrates on Iraq and what is being done within that country.

Omar Mustaffa-Kedah

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# THE DEVELOPMENT AND SITUATION OF ILLITERACY IN THE ARAB STATES

Omar Mustaffa-Kedah*

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## *INTRODUCTION*

Literacy programmes in most Arab States were designed in a social context to teach reading, writing and arithmetic skills to those adults who did not acquire them in their young age.

Since the First Alexandria Conference for Literacy (October 1964), and particularly the Second Alexandria Conference (December 1971), important changes have taken place in the field of literacy in the Arab States. One notable event was the Conference of Arab Ministers of Education, which was organized by the Arab League Educational, Cultural and Scientific Organization (ALECSO) and held in Sana'a in 1972. Among the Conference recommendations was the formulation of an Arab committee for educational strategy and human resources development in the Arab homeland, to achieve complementarity between formal and non-formal education and to link them with the modernization of society.

The economic dimension of literacy has gained widespread recognition and functional literacy, tested in the Arab region, within the framework of the Experimental World Literacy Programme (EWLP) in Algeria, Sudan and Syria, has been increasingly introduced into literacy curricula and textbooks.

The Third Alexandria Conference for Literacy (Baghdad, 11-16 December 1976) took a further step forward by requiring the illiterate to attain the cultural literacy level defined by the Arab Strategy for the Eradication of Illiteracy in the Arab Countries, adopted by the Conference.

This article will trace *literacy development* in the Arab World, leading up to the adoption of the Arab Literacy Strategy by the Third Alexandria Conference, held in Baghdad from 11-16 December 1976.

It then deals with *literacy situations*, drawing largely from a major document of the Third Alexandria Conference: the report of a comprehensive survey of literacy status in the Arab countries, conducted by the Arab Literacy and Adult Education Organization (ARLO, a specialized agency of ALECSO), covering the period from 1970-1971 to 1973-1974. The survey report provided a scientific basis for the planning and development of the Arab Literacy Strategy, which was later prepared jointly by ARLO and ASFEC (Regional Centre for Functional Literacy in Rural Areas for the Arab States) for examination and approval by the Third Alexandria Conference.

## LITERACY DEVELOPMENT

### *Historical Background*

Historically, written Arabic faithfully transcribed the language spoken in the region of Mecca. However, as the Arabic language and culture were diffused across Africa, the Middle East and into Asia, the spoken and written forms of the language inevitably diverged. Thus today, there is a close similarity between the written Arabic and the spoken form used in Arab States, but in other regions, particularly in North Africa where Arabic has been combined with indigenous languages, the divergences of the spoken tongue from the written script is so substantial as to make the spoken form of the language mutually incomprehensible.

Non-formal education for women,as well as for men,in the Arab countries has always been encouraged by mosques and religious schools, where literacy was taught to all those wishing to read the Koran and to gain a better understanding of their religion. This type of education was for the few rather than for the majority, however, and while it conveyed religious and cultural knowledge, it was not designed in practice to meet the technical needs of a modernizing society.

### *Promotion of Arabic*

With a view to narrowing gaps, a Seminar for Facilitating the Teaching and Learning of Arabic[1] was held in

Algiers in the summer of 1976. The Seminar studied and recommended, among other things, more use of libraries; enriching and rendering Arabic vocabulary, terms and styles of the language, subject to ratification by the Academies for Arabic, to make it a vehicle of communication for the masses; calling upon schools to make correct Arabic the medium of expression and speech to the exclusion of colloquial Arabic; utilizing broadcasting as a means of unifying the Arab peoples as regards language and thought.

In addition, the simplification of the Arabic writing system has been the subject of an important experiment undertaken by ARLO in the last few years. Its final report[2] proved the experiment's success, which will contribute to the promotion of literacy in Africa.

*Joint Action*

With the introduction of literacy campaigns in the Arab States, it became increasingly obvious that joint action was necessary to bring about a clearer understanding of the problem as it existed in Islamic States, where religion is common to all but outlooks vary considerably.[3]

In support of adult literacy and in collaboration with the League of Arab States, Unesco organized a conference, held in Alexandria in October 1964, to discuss illiteracy in the Arab States generally, to point out the need for joint efforts, and to study the planning and organization of literacy programmes in the Arab States.

As a result of Conference recommendations, the General Secretariat of the League of Arab States convened a meeting of Education Ministers from all Arab countries, which was held in Alexandria in April 1965. It was agreed, inter alia, that a joint Arab fund should be created and a special body set up, within the framework of the League, to study the question of illiteracy in the Arab States generally and to suggest ways in which literacy campaigns might be developed.

This initiative resulted in the formation of the Arab Literacy and Adult Education Organization (ARLO), which was officially created on 8 January 1966, now observed annually as *Arab Literacy Day*. In July 1970, the Arab League Educational, Cultural and Scientific Organization (ALECSO) was created, and all cultural bodies, including ARLO, which had previously been affiliated to the Arab League, were merged into the new agency.

ARLO is now the main co-ordinating body for literacy and adult education throughout the Arab World. ARLO co-operates and exchanges experiences with Arab regional, as well as international organizations working in literacy and adult education; for example, Unesco and the Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC, a Unesco Centre).

*ARLO's Approach*

The creation of ARLO resulted in a middle course of thinking on the question of literacy and adult education, which had previously been divided largely between those who advocated tackling the problem by providing education for children only, leaving illiterate adults to "fend for themselves", and those in favour of directing efforts primarily to illiterate adults. Although the majority of the Arab population is young and below working age due to the population explosion, ALECSO supports both approaches, since fighting illiteracy is considered a long-term investment operation.

ARLO-ALECSO believe that continuing efforts to eradicate illiteracy must be made at the regional, national and local levels. All people must be offered opportunities to develop, renew and adapt themselves to the changing world in all aspects of life, and they should be motivated by the words of the Prophet Muhammed: "Seek knowledge from the cradle to the grave".

ARLO-ALECSO concentrates on research and studies relating to the technical problems and methods of disseminating literacy and adult education, which are made available to all Arab countries and other interested parties.

Activities also involve experimental projects, exchange of experience, convening conferences and workshops and technical assistance in training, planning, organization, materials production and evaluation. ARLO supplies Arab States with books on literacy and adult education, and issues a quarterly magazine in Arabic, with English abstracts, entitled "Education of the Masses".

"In the execution of its studies, ARLO has followed a wide path of trends in literacy and adult education, and has concentrated on the individual as an entity. Guided by the scientific viewpoint, however, ARLO observes illiteracy as being not the individual's problem but rather the problem of society. A full understanding of the problem and the value of adult education to economic and development planning opens the door for the citizen to a fuller and more fruitful participation in a modernizing society."[4]

To enlarge the neo-literate's horizons, ARLO elaborated the concept of cultural literacy, which was later discussed at and approved by ALECSO's General Conference at its third session in 1974, and called the "Over-all Confrontation against Illiteracy".[5] In 1976, this concept of cultural literacy won the approval of the Third Alexandria Conference.

ASFEC is an elder sister to ARLO. The Centre, created in 1952, is sponsored by Unesco with the co-operation of the Arab States, particularly the Arab Republic of Egypt, the host country. ASFEC's main activity is to conduct regular and occasional training courses, as well as workshops and seminars, for adult education and literacy personnel in the Arab States. Research, consultations and publications constitute important features of the Centre's programmes.

The complementarity between ARLO and ASFEC programmes provides useful articulation between Arab regional and Unesco international co-operation in the field of adult literacy.

In order to review literacy achievements in the Arab countries in the light of the recommendations of the First Alexandria Conference (October 1964), the Second Alexandria Conference for Literacy was held in Alexandria in December 1971, on the initiative of ARLO, with ASFEC co-operation in the preparatory studies and documentation.

A meeting was held in 1974 attended by representatives of the Arab States and experts of ARLO and ASFEC. The meeting invited both ARLO and ASFEC to study and propose a unified Arab strategy for literacy. This was in line with the Third ALECSO Conference and the Advisory Committee of ASFEC (with the participation of Mr. Amadou-Mahtar M'Bow, the present Director-General of Unesco).

A series of joint meetings between ARLO and ASFEC followed, resulting in the inclusion of the strategy project in their programmes. For this purpose, and on the basis of a number of studies, ASFEC elaborated a strategy, which was discussed in a seminar held in October 1975 at its headquarters in Sirs ElLayyan (Egypt) with the participation of ARLO: Simultaneously, ARLO undertook an important field survey to evaluate literacy situations in the Arab countries, subsequently proposing a strategy to the Committee for the Follow-up of the Implementation of the Recommendations of the First and Second Alexandria Conferences for Literacy, held in Doha, Qatar, in November 1975, with the participation of ASFEC. This Committee recommended, inter alia, that the two strategies proposed by ARLO and ASFEC respectively be unified in a single document to be presented to the Third Alexandria Conference for Literacy.

The purpose of the Conference was to review the literacy situation in the Arab countries and to formulate an Arab strategy for the eradication of illiteracy in the region.

According to the decision of the ALECSO General Conference at its fourth session to convene the Third

Alexandria Conference for Literacy, both ARLO and ASFEC co-operated in preparing, organizing and inviting delegates to this Conference. ARLO and ASFEC jointly prepared a study reflecting their experiences and laying down the basis for literacy strategy to be discussed at the high-level Alexandria Literacy Conference. Two working papers were prepared by ARLO and ASFEC for the Conference: a) "Literacy Situations in the Arab Countries",[5] and b) "Towards a Proposed Arab Strategy for the Eradication of Illiteracy in the Arab Countries".[6] This second document was the basic paper discussed in detail and then approved by the Conference. The Strategy constituted the specific detailed recommendations of the Conference.

### *The Third Alexandria Conference*

It was at the Third Alexandria Conference (Baghdad, Iraq, 11 to 16 December, 1976) that the Arab Strategy for the Eradication of Illiteracy in the Arab States was adopted. This forms the subject of the next article, but it is as well to note here the general recommendations tabled by the Conference.

These came under eight major headings and included the adoption as a whole, of the ARLO-ASFEC paper outlining the proposed strategy, considered as a guideline for actions while national plans should be drawn up in the light of its framework and main principles.

It was recommended that ARLO and ASFEC should call a meeting to clarify the cultural concept of literacy, and also convene seminars to discuss illiteracy problems among women and also literacy statistics. The two agencies were also called upon to provide technical assistance to the Arab States, as requested, including curriculum building and training of personnel.

ALECSO was to undertake studies and promote the necessary action among Arabs residing outside the Arab homeland and also to seek aid from international organizations, particularly Unesco, in this respect. It was also recommended that a feasibility study be undertaken on the possiblw creation of an Arab Union for Adult Education.

# LITERACY SITUATIONS

The following presentation of literacy situations in the Arab States, with special reference to the Iraqi experience, during the period from 1970-1971 to 1973-1974, is based on a document presented to the Third Alexandria Conference for Literacy entitled: "Literacy Situations in the Arab Countries", prepared by the Arab Literacy and Adult Education Organization (ARLO/ALECSO) on the basis of its field survey.[5] The findings of this survey provided a scientific foundation for the elaboration and examination of the Arab Literacy Strategy.

In assessing the following analysis of the literacy situations in Arab countries, presented under ten headings, it should be remembered that two members of the league did not join until after the date of the survey. French Somaliland, now Djibouti, in Africa, achieved independence in June 1977 and is now a member of the League. These countries are not included in the analysis.

The analysis is presented in the following ten headings:

## *Definitions of Literacy*

The illiterate is defined by Iraqi law as "each Iraqi aged between fifteen and forty-five years who is not regularly attending any school and does not reach the functional literacy level". The functional literacy level is defined as the individual's "ability:

a) to read a written or printed paragraph with comprehension and fluency;
b) to take down correctly a dictation passage;
c) to express comprehensibly in writing one or more ideas;
d) to read and write numbers and perform arithmetical operations;
e) to improve his work in his occupation; and
f) to know his rights and obligations and to be capable of participating in the development of his society."

Most Arab States, however, do not require an individual to attain the functional literacy level before recognizing him as literate.

Ten Arab States have enacted literacy legislation. Most Arab definitions agree that the illiterate is a person who has not attained the fourth grade level. The few definitions which have adopted the functional literacy concept do not have a single or clear interpretation. Moreover, these definitions changed very little between 1971 and 1974.

Most legislation cover in their definitions the age group between 8 and 45 years, with emphasis on those aged 15 to 45 years. This means that the younger and especially older people are left to "fend for themselves", and continue to constitute a permanent source of illiterates.

Life in modern societies requires a higher level of literacy. This fact led to the concept of "cultural literacy", which was adopted by the Third Alexandria Conference for Literacy and embodied in the approved Arab Literacy Strategy. It aims at "attaining an educational and cultural level which enables him (the individual): a) to acquire the basic skills of reading, writing and arithmetic to a level which qualifies him to continue his studies and training, and b) to develop his society to provide the cultural and social atmosphere which induces the individual to continue his education."[8]

Given the observed fact that older illiterate manual workers suffer from exhaustion after each day's labour, coupled with the difficulty of motivating them and changing their vision of life in general and of work in particular, I think that a literacy programme must be conceived and developed at two levels:

a) functional literacy for adults,aged 30 to 44 years, with possible extension to include the age group 45 to 49 years, and
b) cultural literacy for adults, aged 15 to 29 years, with possible extension to include the age group 10 to 14

years. In the latter case, primary education must accept all children aged 6 to 9 years for enrolment in the first grade. Otherwise, primary education must accept and absorb all children aged 10 to 14 years, at least in evening schools, or a combination of day and evening classes, in order to achieve universal education.

*Extent and Dimensions of Illiteracy*

In the Arab countries, the adult illiteracy rate (15 years and over) around 1970 was 73% (male: 60.5% and female: 85.7%) which represented a relative improvement as compared to 81.1% around 1960 (male: 71.6% and female: 90.7%), but the absolute number of adult illiterates had increased, especially among women.[9]

According to ARLO's survey, the average adult literacy rate (10 years and over) in eight Arab countries providing full data was estimated for 1973-1974 at 42% (male: 31% and female: 52%), or 23,377,000 iliterates, including 62% females. The countries surveyed were: Algeria, Egypt, Iraq, Jordan, Kuwait, Libya, Syria and Tunisia. However, the total for 13 Arab countries at that time reached 29,270,000 illiterates (11,225,00 males and 18,044, 500 females or 38% and 62% respectively). The other five countries were: Bahrain, Lebanon, Saudi Arabia, the United Arab Emirates and the People's Democratic Republic of Yemen. With the inclusion of another Arab country, the Sudan, the total increased to 35,413,000 illiterates. This seems to show a substantial improvement since 1970, but can not be confirmed as it covers eight countries only, and appears to be highly optimistic.

In Iraq, the number of illiterates in 1976, in the age group 15-44 years, was estimated at 2,205,500 or 49.9% (male: 684,100 or 29.4% and female: 1,521,400 or 67.1%).[10]

*Relation between Illiteracy and Primary Education*

a) The failure of the primary education system to absorb all children of school age, and drop-out among those enrolled, constitute two permanent major sources of new adult illiterates.[1]

Primary education is not compulsory in most Arab States. As far as the age for starting school is concerned, the quasi-totality of the Arab States adopt the age of six. This marks an improvement as compared to 1971, when a number of the Arab countries maintained the age of seven.

The absorption rate of school-age children (boys and girls) in 1974 varied in different Arab countries from 42% to 100%, with an average of 66%. For boys, these percentages were 70-100-78% respectively. For girls, these percentages were 29-100-47% respectively. These statistics prove that boys receive a greater share in the educational system, although there is still a gap of 22% left for them to cover, as compared to 53% for girls, particularly in rural and nomadic areas.

While some rich Arab countries improved their rate of schooling by up to 12% in 1974, by aiming at universal compulsory education, others suffered from a shortage of educational facilities, coupled with a population explosion that caused a deterioration of the respective enrolment rate by 23%.

b) For various reasons, probably half of the 66% of the school-age children who were enrolled in schools, will drop out before obtaining primary school certificates. At this rate, two-thirds of the total number of children will become adult illiterates (one-third will be absolutely unschooled and one-third will be drop-outs).

The most frequently repeated reasons for drop-out were:

i) distance and transport difficulties;
ii) helping the family to earn a living;
iii) parents' lack of interest in education.

Reasons (ii) and (iii) above are undoubtedly related to adult illiteracy in general, and to parents' illiteracy in particular. Hence, there is a vicious circle:

unschooling - drop-out - adult illiteracy. To break the circle, one must break its component parts as well as its spare part: lower class poverty.

### *Literacy Efforts*

Literacy efforts in the following domains are identified:

a) Organization: There are central organs for literacy in almost all the Arab States to plan and supervise literacy programmes. These generally belong to the Ministries of Education and their status ranges from a mere Division in the Ministry to a General Directorate with relative autonomy. National organs numbered 14 in 1974 as compared to three in 1971, and had regional branches, but they lacked the necessary skilled human resources capable of effectively tackling the illiteracy problem within the context of over-all national development.

Iraq has established a Supreme Council for Compulsory Literacy and Adult Education, attached to the Revolution Command Council (RCC), to carry out the over-all national literacy campaign.

b) Legislation: The number of those Arab States who enacted literacy legislation increased from three in 1971 to ten in 1974, with legislation in preparation in three others. These legislations requested, explicitly or implicitly, government administrations and the public and private sectors to teach literacy to their illiterate workers. But the task was not really compulsory, and the incentives for both teacher and student were not sufficient. Financial incentives, though, were foreseen in some legislations, and, in a few of them, attendance in literacy classes was permitted within working hours.

c) Planning: Planning for literacy was recommended by the First Alexandria Conference (1964). In 1974, ten Arab countries had literacy plans, as compared to nine in 1971, elaborated by literacy specialists, covering periods varying widely from one year to twenty years. Nine plans had entered the implementation phase. Some had clear objectives, qualitatively and quantitatively, with a specific order of priority. But in spite of its importance, objective evaluation of plans was carried out in three Arab countries only.

d) Budget: Literacy budgets remain too small to tackle illiteracy decisively. Some Arab countries, however, considerably increased their budgetary allocations for literacy, between 1970-1971 and 1973-1974: for example, Iraq, by 1,145%; Syria, by 1,086%; Saudi Arabia, by 450%. The State finances almost the entire programme. The breakdown of expenditure shows an average of about two-thirds for the teachers, leaving as little as one-third for other factors, such as training, supervision, books, teaching aids, financial incentives for students, examinations and evaluation.

The Iraqi National Campaign for Literacy will cost an estimated 49,175,000 Iraqi Dinars (equivalent to US$ 145 million), of which I.D. 11,445,000 is earmarked for teaching literacy to the 684,100 illiterate males and I.D. 37,730,000 for the 1,521,400 illiterate females (aged 15-44 years) to be covered by the Five-Year Campaign.[10]

### *Literacy Curricula*

a) Almost all the Arab States in 1974, as compared to ten countries in 1971, had elaborated a special curriculum and prepared textbooks for teaching alphabetical literacy, at various levels but generally up to the fourth grade level. However, follow-up reading materials were available in seven countries only. Guide-books for teachers were generally provided. Five Arab States raised the standard to the sixth grade level and even higher to the functional level, which exceeded the educational level recommended by the Second Alexandria Literacy Conference in 1971, e.g. the fourth grade level, which was applied in ten countries. This reflected national interest in literacy teaching and subsequent prevention of relapse into illiteracy. The Third Alexandria Literacy Conference (1976) advanced a step further by recommending the achievement of "cultural literacy".[8]

b) The duration of literacy courses varied widely from 6 to 32 months in various Arab countries. This variation reflected to a great extent the educational level to be attained by the new literate.

c) Evaluation of literacy achievements was undertaken in almost all the Arab countries, but not often put into practice for improving programmes and curricula, which were not sufficiently varied and lacked teaching aids. Evaluation of textbooks was conducted in nine Arab countries which led to some change in content. Nevertheless, follow-up reading materials and easy-to-read books of a cultural nature were still in short supply, while the need for them was increasing.

### *Evaluation of Literacy Work*

a) In 1973-1974, 725,460 illiterates, representing 2% of the illiterates aged ten years and over in 17 Arab States, were enrolled in literacy classes. Compared to 1970-1971, this figure showed an increase of 319,105 students or 79% (257,768 men of 76% and 61,337 women or 92%). Although the number of female students was small, the higher rate of increase reflected a greater interest in the education of women.[11]

b) The density of literacy classes deteriorated from an average of 27 students per class in 1970-1971 to 29 students per class in 1973-1974, as the number of literacy classes increased by 40% only.

c) The rate of success among those enrolled also deteriorated from an average of 52% in 1969-1970 to 47% in 1973-1974 in nine Arab countries. 1973-1974 data available for 15 Arab countries showed an enrolment of 595,305 students, of which 220,868, or 37%, graduated. This was probably mainly due to inappropriate curricula, under-qualified teachers and higher standards for passing examinations. It meant that the eradication of illiteracy in the Arab States barely reached 1% during that year.

d) To increase enrolment and improve the rate of success, the Arab States reported in the ARLO survey that they used the following incentives, in decreasing order of frequency: granting financial allowance (6 times), distributing books and other materials gratis (4 times), permitting class attendance during working hours with full pay (4 times), awarding literacy certificates (3 times), conducting literacy classes in places of work (3 times), facilitating transportation (3 times), granting allowances to those who became literate (3 times), offering symbolic rewards (3 times), granting advancement to those workers who became literates (twice), offering encouragement to students by their instructors (once).

It seems to me that the environment in which illiterates live plays an important role in keeping them illiterate, as in some under-developed rural and nomadic areas written instructions are almost entirely absent from the mind if not from the milieu. There emerges a sharp contrast between an illiterate living in such an area and the same illiterate, or another, residing in Paris or London as regards their respective need for literacy. The milieu must, therefore, be transformed from an illiterate milieu to an educated one in order to sustain literacy at all levels. An educated milieu develops an increasing need for reading materials treating all fields of knowledge at different levels. It behoves the national authorities to develop and make such reading materials available, possibly with regional and international co-operation, in consultation with the people in the milieux concerned.

At any rate, if the situation remains static, one century will be required to eliminate illiteracy, provided that all other variables remain unchanged, which is impossible. In addition to those who may relapse into illiteracy, unschooled and drop-out children will become new adult illiterates. This increase will be offset only very partially by those illiterates who pass away.

More substantial human, material and financial resources must be efficiently employed in order to eradicate illiteracy from the Arab countries before the end of this century, or rather by 1991, the maximum time-limit approved by the Arab Literacy Strategy and recommended by the Third Alexandria Literacy Conference (1976), or even by an earlier date in the light of respective national plans.

In Iraq, the rate of student increase during the period in question reached 110% (male: 90%, from 24,925 to 47,533 and female: 128%, from 27,750 to 63,205). At the same time, the number of literacy classes increased by 127% (for males: 150% and for females: 113%). The student/class ratio improved from 24 students per class in 1970-1971 to 22 students per class on average in 1973-1974. Nevertheless, the rate of success among those enrolled deteriorated sharply from 46% to 3% during the same period, although the budget was substantially increased by 1,145%. The cost of the successful new literate remained within the average for the Arab States at 14.770 Iraqi Dinars (US$ 43.57). In view of the rapidly increasing number of students, the literacy budget was substantially augmented in the following year, 1974-1975, to 4 million Iraqi Dinars (US$ 11.8 million) from I.D. 82,833 in 1973-1974. The average cost per student in the national literacy campaign was calculated at 26.370 Iraqi Dinars yearly (US$ 77.79), of which 58% was allocated to cover teachers' salaries and allowances. The requirements of functional literacy may constitute one of the reasons for its low success rate.

### *The Role of Mass Media in Literacy Programmes*

Radio, television, newspapers and correspondence courses are employed in the implementation of literacy programmes in some Arab countries, e.g. Tunisia and Algeria. Their objectives are two-fold:

a) to compensate for the shortage of literacy instructors and the impossibility of opening new literacy classes; and

b) to reach those who cannot attend literacy classes because of their special circumstances, e.g. women and farmers.

There is organized co-operation between most mass media and the agencies responsible for literacy in the majority of Arab States, but this co-operation is often limited to guidance and awareness campaigns for literacy during special periods.

*Literacy Instructors*

a) The majority of literacy instructors in most Arab States are teachers from all levels of the formal education system, but particularly primary school teachers, who possess an intermediate level of education. They lack preparation and training for this sort of activity, which they exercise on a part-time basis in addition to their regular occupations. Most Arab countries organize two- to fifteen-day training courses for them, which have proved insufficient. Although both pre-service and in-service training are available, the quality and duration of training programmes should be raised in line with new methods, techniques and needs.

b) From the start, the minimum educational qualifications for an instructor should be clearly defined in order to ensure an appropriate level of teaching efficiency, although the general level has improved since 1971.

c) Monthly allowances are paid to literacy instructors in most Arab States and are generally considered sufficient (e.g. 42 Dinars in Iraq = US$ 123.90). In some Arab States, literacy instructors are paid by teaching periods.

d) As official efforts alone are not sufficient, voluntary efforts have to be explored and encouraged for the promotion of literacy, especially in over-all national literacy campaigns. Non-traditional teachers should be sought, popular participation should be organized, capable and willing voluntary individuals and groups should be recruited and trained, in order to produce the desired results. Most Arab States have sought the co-operation of voluntary elements, and six of them have provided some training for volunteers, but great improvement is still needed.

*Problems of Literacy Work*

a) Responsible literacy officials in the Arab States attributed the success of literacy programmes to the following factors, in decreasing order of frequency, according to the completed ARLO questionnaires: qualified instructors (6 times), continuing supervision and control (4 times), scientific planning of education (4 times), appropriate incentives (3 times), attending literacy classes during working hours (3 times), programme evaluation during and after implementation (3 times), increase of necessary budgetary allocations (3 times), co-operation of all agencies concerned (twice), easy transportation for students (twice), mobilizations of mass possibilities (twice), suitable study schedules for students (twice), instructional material geared to the students' level (twice).

b) The absence of these factors results in the failure of literacy activities. The completed questionnaires listed the following causes of failure, again in decreasing order: not allowing students to attend literacy classes during working hours ( 3 times), curriculum and books inappropriate for the students' level (3 times), unqualified instructors or lack of qualified instructors (3 times), unawareness of or inattention to the problem (twice), no strong incentives (twice), lack of suitable teaching aids (twice), distance of literacy centres from the illiterates' homes (twice), unsound planning (twice), lack of supervision (twice), illiterates' unawareness of their problem (twice), lack of material resources (twice).

c) Officials responsible for literacy programmes in the Arab countries surveyed identified the following problems and obstacles confronting literacy efforts, in decreasing order of frequency: lack of budgetary allocations (5 times), lack of books suitable for the students' level (5 times), non-existence of compulsory legislation (3 times), drop-out (3 times), lack of qualified instructors (3 times), non-participation of the masses (3 times), lack of appropriate teaching aids (3 times), irregular student attendance (twice), illiterates' lack of awareness of their problem (twice), some responsible officials' failure to recognize the gravity of the problem (twice), lack of new classes for potential students (twice), lack of follow-up materials (once).

Conversely, the absence of these difficulties obviates the existence of obstacles impeding literacy work. Success can then be achieved by the favourable factors.

d) Responsible officials of literacy organizations in the Arab States proposed the following solutions to the illiteracy problem, in decreasing order of frequency, in the survey: increasing budgetary allocations or providing other sources of financing (5 times), enacting compulsory legislation (4 times), more effective training of instructors and professionals (4 times), activating the role and participation of the mass media (4 times), participation of the masses (3 times), solving the problem of drop-out (twice), preparing books suitable for the students' level and environment (twice), linking literacy with economic development (twice), creating a supreme organization for adult education and literacy (twice), eliminating the sources of illiteracy (once).

The elimination of the sources of illiteracy was thus scarcely mentioned in the proposals. This finding of the survey might be interpreted as a strange lack of awareness of a serious problem, but the simultaneous elimination of sources of illiteracy may have been taken for granted as logical and self-evident. The proof is that primary education receives the largest share of the education budget.

Clear identification and objective evaluation of the factors resulting in success or failure are, therefore, prerequisite for improving literacy work. In comparing literacy problems in 1974 and 1971, no marked improvement materialized. Better planning was, therefore, required, and the Arab Literacy Strategy became the turning point.

### *Literacy Conferences and Seminars*

Iraq, Libya, Sudan, Tunisia and P.D.R. Yemen reported that they organized conferences and seminars between 1972 and 1974, thus manifesting their interest in the promotion of literacy.

The main results of those meetings were as follows:

- revising existing plans for their sound implementation;
- modifying programmes and curricula in use;
- creating institutions for implementing literacy plans in the field;
- training of literacy personnel;
- enacting compulsory legislation;
- undertaking studies for the elaboration of an over-all literacy strategy;
- declaring literacy work to be a national duty.

Iraq held the Baghdad Conference for Compulsory Literacy in May 1976 to study its over-all national campaign for literacy,[12] which will be launched on 1 January 1978.

In addition, "national literacy week" is celebrated yearly in a number of Arab countries to arouse the people's awareness of literacy problems and achievements.

### *CONCLUSION: LITERACY PROSPECTS*

The Constitutions of the Arab States recognize the right to education for every citizen, and most of them have enacted literacy legislation. In practice, the heavy heritage of illiteracy, coupled with traditional, social and economic obstacles, curb activities and progress in schooling and literacy achievements.

The fundamental question faced by the Arab World at present in the field of adult literacy and education is: How to integrate illiterate Arabs, particularly women, into an economically, socially and culturally developing nation?

To re-shape the education of those illiterates and their children in order to eliminate the sources of illiteracy, one must undertake a comprehensive study of this crucial problem, examining all its dimensions, including the traditional tendencies of the Arab family.[3]

If, in the past, negative factors contributed to double the number of illiterate women as compared to that of illiterate men in the Arab countries, it will become possible in the near future, with the improvement of living conditions, smaller families and many domestic labour-saving devices, for Arab women to have more time and opportunity for learning and self-development. Hence, adult literacy and education programmes will be sought by both men and women students. Once their access to information and education has become easier, this should encourage the schooling of their children, particularly of girls. Official and voluntary efforts should contribute generously to maximize results both qualitatively and quantitatively. Hence both illiteracy and its roots will be eradicated through universal education.[11]

Concurrent with efforts to promote universal education for all, efforts must be made to provide neo-literate men and women with education appropriate to the needs of the developing Arab nations in all sectors of the economy, while at the same time striving to create suitable jobs for them. Only through such education and training will neo-literates be able to achieve personal fulfilment, make use of their dormant potential in their work, and contribute further to the security of their families and the development of their nation in a manner consonant with Arab practices and values.[3] In this way, a new socio-economic order may be constructed on the foundations of the Arabo-Islamic ancestral and traditional civilization.

Literacy constitutes the foundation on which one can build an endless number of steps and levels of continuing life-long education, coupled with the integrated development of the individual and his nation. Once this foundation has been laid, it is necessary to develop and make use of it by means of a series of intelligent follow-up programmes, in order to sustain the progress and improvement of living and intellectual standards.

At the Third Alexandria Conference, the Arab States formulated the Arab Strategy for the eradication of illiteracy in the region. Supporting this are their real determination to fight against illiteracy and the bulk of resources available. The potential exists and the prospects for the successful implementation of literacy programmes in the Arab world are promising.

A look at past Iraqi literacy experience and its future prospects offers strong hope for the eradication of illiteracy within the next few years, since human, financial and material resources allocated for literacy have increased very substantially, [10] with a view to achieving universal education and development.

The Arab Nation has at its disposal a diversified infrastructure for literacy activities: ALECSO/ARLO, Unesco/ASFEC and other regional centres and institutions.

Although co-ordination of and co-operation in literacy work are stressed, duplication and overlapping of activities are sometimes unavoidable. But as the need for literacy is great and widespread in the Arab Nation, illiterates have the capacity to assimilate literacy teaching from any rational individual or institution, whether official or voluntary, offering alphabetical, functional or cultural literacy programmes, until they achieve the complete eradication of illiteracy. The Arab Strategy for Literacy should be kept in mind as their first guide, followed by their respective national plans. Adaptations to provincial and local conditions as well as to economic sectors are desirable for maximizing results.

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# APPENDIX I

Arab countries, institutions, projects and persons who have won international literacy awards or honourable mentions are listed below:

## *NADEZHDA K. KRUPSKAYA AWARD*

1976: *Literacy Department of the Ministry of Education and Culture of the Syrian Arab Republic*, "for its major contribution to the promotion of literacy in relation to socio-economic and cultural development; for the part it has played in the adoption of legislation concerning the promotion of literacy; for its studies and research, which have been instrumental in the carrying out of a realistic and dynamic plan of activities; for its contribution to the development of functional literacy work with the active participation of the trade unions within the framework of agricultural and industrial undertakings; for its systematic work for the training of personnel at all levels; and for the remarkable results so far achieved, particularly in literacy teaching for women."

1975: *Abdirizak Mohamoud Abukar*, nominated by Somalia, "for the intensive activity he sustained during many years as a political and intellectual animateur of a vast national movement of people's education, for having conducted researches which led to the adoption of the Latin script for writing the Somali language, which contributed to strengthen national linguistic unity, for the implementation of a large-scale national literacy programme embodying mobilization of the whole society (especially young students) in an effort to make the educational system as well as the urban, rural and nomadic population achieve literacy objectives, for putting at the disposal of this programme the institutional, financial and technical means as well as professional skills which are indispensable for any mass literacy enterprise, and for the remarkable quantitative results achieved in its implementation in successive phases and in a relatively short time."

## HONOURABLE MENTIONS

1977: *General Union of Women of Yemen, People's Democratic Republic of Yemen*, nominated by the Women's International Democratic Federation, "for having reached a large number of women and girls; for having used the teaching of reading, writing and arithmetic as a basis for vocational training; for having encouraged artistic and cultural activities connected with work; and for the value of its achievements as a national example."

1976: *Somali Women's Organization*, nominated by the Women's International Democratic Federation, "for the outstanding energy and remarkable sense of organization which it has displayed in Somali's rural development campaign, in the course of which more than 400,000 women have been taught to read and write in less than two years."

1975: *Institution for Workers' Education, Iraq*, "for its notable efforts aimed at eliminating illiteracy among industrial workers, for integrating literacy with trade union and professional education, for mobilizing and training workers as voluntary teachers, and for the articulation obtained between the literacy programme and the national educational system."

1973: *Anti-illiteracy Programme by Radio in Egypt*, "for several years of continuous imaginative experimentation and strenuous expansion, particularly combining messages through radio, printed word and live lessons, gradually transforming this enterprise into a multi-media programme, which permits on one hand several useful innovations in teaching, reading and writing, and on the other hand, reaching a wide audience of different types of listeners."

1971: *Literacy section of the State of Kuwait*, "for the systematic studies it has carried out, as part of its programme of activities, in order to improve literacy textbooks as one of the country's priorities in economic and social development."

1970: *Union of Sudanese Women*, "for its sustained efforts and the notable results obtained among illiterate women, through the use of highly diversified means and methods, and thanks to its ever-present concern for linking literacy work to the specific problems and interests of its audience."

## *MOHAMMAD REZA PAHLAVI AWARD*

### HONOURABLE MENTIONS

1975: *Abd El Tawab Youssef, Egypt*, "for his effort, over twenty-five years, to contribute to the service of literacy in the Arab countries his qualities as a writer, for the continuing use of the mass media for the promotion of adult education, and for his devotion as organizer of a large national scale literacy programme under the sponsorship of the Central Committee of the Arab Socialist Union (Egypt)."

1974: *Gezira Scheme, Sudan*, "for its efforts to make literate the population of a region vital to the economic development of the country, using and adapting methods elaborated with the help of Unesco, and for its contribution to the regeneration of education and the integration of school and out-of-school learning."

**1973:** *Community Development Centre of Shendi, Sudan*, "for a ten-year old and already consolidated action favouring literacy and workers' education programmes, aiming at comprehensive social development activities in rural areas, as well as for the results achieved in developing pilot projects, combining solutions of problems, concerning adult education, social welfare, agricultural improvement, civic responsibilities, recreational activities, etc., with a view to expanding the experiences reached in Shendi and inspiring all aspects of community development at the national level in general."

**1972:** *The Adult Education Section, (Ministry of Education), Jordan*, "for its systematic work in literacy teaching and, in particular, its participation in the implementing of pilot programmes for refugees at the Baqa camp and workers from several industrial concerns in the district of Amman."

**1970:** *Educational Radio-Television Team, Tunisia*, "for the literacy experiment through the combined use of television and radio it carries out successfully throughout the major parts of this country."

**1969:** *Adult Education Institute, Tunisia*, "for its decisive contribution to the launching and implementation of a national adult literacy programme, including the establishment, testing and application of an efficient methodology of literacy teaching and training."

**1967:** *Moroccan League for Basic Education and the Campaign against Illiteracy*, "for co-ordinating private and non-governmental projects in the execution of two large-scale literacy campaigns and enlisting widespread support from the public."

# APPENDIX II

## ARAB STATES, POPULATION, DENSITY, AND PER CAPITA GROSS NATIONAL PRODUCT

| Country | (1) Population in 1975* | (2) Population increase in 1975 over 1974 | (3) Per capita GNP in 1975* | (4) Per capita GNP increase in 1975 over 1974 | (5) Area $Km^2$** | (6) Inhabitants per $Km^2$ in 1975 |
|---|---|---|---|---|---|---|
| | '000 | % | US$ | % | '000 | |
| **A. AFRICAN REGION** | | | | | | |
| Algeria | 15,747 | 3.50 | 780 | 6.85 | 2,382 | 7 |
| Djibouti | 105 | 2.20 | 1,910 | 11.30 | 22 | 5 |
| Egypt | 37,096 | 2.05 | 310 | 10.71 | 1,001 | 37 |
| Libya | 2,442 | 3.83 | 5,080 | 14.41 | 1,759 | 1 |
| Mauritania | 1,322 | 2.48 | 310 | 6.90 | 1,031 | 1 |
| Morocco | 16,680 | 2.39 | 470 | 9.30 | 446 | 37 |
| Somalia | 3,180 | 2.58 | 100 | 11.11 | 638 | 5 |
| Sudan | 15,550 | 2.12 | 290 | 26.09 | 2,506 | 6 |
| Tunisia | 5,590 | 2.38 | 760 | 16.92 | 164 | 34 |
| TOTAL A | | | | | | |
| Estimates for mid-1975 | 97,712 | 2.44 | 550 | 15.25 | 9,949 | 10 |
| Projections for mid-1978 | 105,029 | 2.44 | 840 | 15.25 | 9,949 | 11 |
| **B. ASIAN REGION** | | | | | | |
| Bahrain | 260 | 6.12 | 2,440 | 3.83 | 1 | 418 |
| Iraq | 11,120 | 3.25 | 1,280 | 15.32 | 435 | 26 |
| Jordan | 2,709 | 3.40 | 460 | 6.98 | 98 | 28 |
| Kuwait | 980 | 5.38 | 11,510 | 14.76 | 18 | 55 |
| Lebanon | 3,164 | 3.23 | 1,070<br>(1974) | 13.83<br>(1973/74) | 10 | 304 |
| Oman | 773 | 3.07 | 2,070 | 24.70 | 212 | 4 |
| Qatar | 202 | 6.32 | 8,320 | 14.92 | 11 | 18 |
| Saudi Arabia | 8,296 | 3.60 | 3,010 | 6.36 | 2,149 | 4 |
| Syria | 7,409 | 3.23 | 660 | 17.86 | 185 | 40 |
| United Arab Emirates | 656 | 19.71 | 10,480 | -5.24 | 84 | 8 |
| Yemen, A.R. | 6,471 | 1.44 | 210 | 16.67 | 195 | 33 |
| Yemen, P.D.R. | 1,677 | 2.76 | 240 | 9.09 | 333 | 5 |
| TOTAL B | | | | | | |
| Estimates for mid-1975 | 43,717 | 3.32 | 1,670 | 15.49 | 3,731 | 12 |
| Projections for mid-1978 | 48,212 | 3.32 | 2,570 | 15.49 | 3,731 | 13 |
| GRAND TOTAL A + B | | | | | | |
| Estimates for mid-1975 | 141,429 | 2.71 | 900 | 15.39 | 13,680 | 10 |
| Projections for mid-1978 | 153,241 | 2.71 | 1,380 | 15.39 | 13,680 | 11 |

* Source: World Bank Atlas: Population, Per Capita Product and Growth Rates, 1976.

** Source: Unesco Statistical Yearbook, 1975. Columns 2, 4 and 6 are calculated by the author on the basis of the data provided by the above mentioned sources.

# ERADICATION OF ILLITERACY:
# THE ARAB STRATEGY

Adopted by
The Third Alexandria Conference
Baghdad, Iraq: 11-16 December 1976

| | |
|---|---|
| The Arab Literacy and Adult Education Organization (ARLO)<br>Arab League Educational, Cultural and Scientific Organization (ALECSO), Cairo | Regional Centre for Functional Literacy in Rural Areas for the Arab States<br>ASFEC/Unesco<br>Sirs ElLayyan, Menoufia<br>Egypt |

## INTRODUCTION

It has become inevitable for the Arab Region to shake off the relics of the past backwardness and retardation, and shift to a new phase to cope with the demands of the present age. Hence, the proposed strategy becomes a dire necessity.

In mobilizing every Arab thought and experience for drawing up this strategy and in submitting it to the authorities and specialists concerned for study and analysis, we aim at redirecting the path of planning to a new course which derives its characteristics from a pool of our original heritage, mixed with the outcome of our efforts and long experience.

### *Basic Elements of the Strategy*

The strategy in its general concept is but a framework and guideline for the techniques of work. In the light of this concept, the components of the strategy were derived from the following basic elements:

1. Identifying and analyzing the present status of illiteracy in the Arab States.
2. Defining the strategy objective.
3. Review of basic principles and trends.
4. Proposed procedures for the implementation of these principles.

### *Identifying and Analyzing the Present Status of Illiteracy in the Arab States*

Working out a new strategy must arise from complete awareness and wide experience of the present situation. Hence, studying and analyzing the status of illiteracy in the Arab States becomes imperative in drawing up a new course of action represented in the present strategy to ensure its success.

Most of the documents related to the assessment of the magnitude of illiteracy and the efforts undertaken to eradicate it, indicate that the whole situation has arrived at a standstill and even deteriorated in some cases. The danger of illiteracy is still increasing, irrespective of the tedious and long efforts to eliminate it. The situation calls for decisive and serious action within a regional joint stand, the responsibility of which should be shouldered by the Arab Nation on both the governmental and people's levels. Illiteracy has become a heavy burden in every Arab state due to the inadequacy of the human, material and technical resources to combat it.

In spite of the initiatives taken for developing means and methods of combating illiteracy, all exerted efforts in terms of both quantity and quality have failed to realize success. In quantitative terms, the efforts exerted seem to be little and inadequate in comparison with the magnitude of the problem with its various dimensions. As to quality, the efforts are still limited in scope and do not provide for the desired initiative and ability for the self-development necessary for access to the technical and scientific development level which characterizes the civilization of the last quarter of this century. Furthermore, the absence of a clear philosophy defining the nature of the problem in its social, political and economic dimensions on the one hand, and confusion of curricula on the other hand characterize the present working methods.

One of the prominent facts which quantity indicates is that the rate of children of school age accommodated in primary schools in the Arab States has reached 66% on the average, during the year 1974, and this rate might increase or decrase according to the circumstances prevalent in each Arab country. This means that almost one third of Arab children of school age have no place in primary schools, in addition to the large number of school drop-outs which represents yearly inputs to the present number of illiterates.

Among one of the striking phenomena in this connection is that the rate of children accommodated in primary schools in rural areas is much less than those in urban areas. Also the rate of female children is much less that male children in all cases.

Another fact is that efforts exerted in combating illiteracy with all available materials and human resources could only accommodate about 2% every year of the present number of illiterates in the Arab World. Those who succeed from this percentage do not exceed 10% every year of the total number of illiterates, which is a discouraging return. This outcome is due to various reasons which are extensively explained in the document on the status of illiteracy in the Arab States,submitted to the Conference.

In quantitative terms, it is sufficient to mention that the efforts exerted till the present time have not concerned themselves with the requisities of cultural development in general and the material aspects in particular ... including the current scientific and technological progress. Moreover, the concept of literacy adopted by most Arab countries is limited to the teaching of reading, writing and arithmetic. It does not provide for the transmission of experience and contemporary culture to learners to enable them to profit from civilization and participate actively in its progress. In other words, we can say that the present efforts are not up to the standard of responsibility the Arab Nation should shoulder.

The first thing that strikes attention is the present situation of combating illiteracy which has arrived at a dead end. This may be noticed in the failure of many aspects which may be represented in some indices, one of which is the absence of the scientific approach. The situation calls for giving due concern to the technical aspects by drawing up plans for research, studies and experiments. It also requirescontinuous evaluation of the implementation steps, in order to avoid errors, amend courses of action and attain the desired goals.

Among the work techniques which are still absent in the field of combating illiteracy is the use of statistical technique which depends on accurate and reliable data. The scientific approach is considered the corner stone of every activity and its absence represents a constraint impeding the desired progress.

The status of illiteracy has revealed the inefficiency of the machinery engaged in this activity from the qualitative and quantitative points of view. It suffers from a shortage of technical and administrative cadres. As regards quality, the present manpower lacks experience required to cope with the problem in its actual magnitude. Inspite of the marked increase in the number of organizations involved in literacy and adult education in the Arab region, as a result of the recommendations adopted by the second Alexandria Conference, such machinery still lacks the required material resources necessary to cope with the challenge presented by illiteracy. All this means that the efforts undertaken in this field do not correspond to the actual magnitude of the problem in the Arab region. The literacy movement in many of the Arab countries is still a marginal activity.

### *Defining the Strategy Objective*

After identifying the status of illiteracy in the Arab countries in terms of assessment and diagnosis, we have to define the aim of the strategy. It aims at liberating the Arab citizen from his alphabetical and cultural illiteracy at the same time. This can be achieved by his attaining an educational and cultural level which enables him to:

a. Master the basic skills of reading, writing and arithmetic to a level which qualifies him to continue his studies and training.
b. Participate in the development of his society to provide the cultural and social atmosphere which induces the individual to continue his education.

In the light of this objective, we can extend the limited concept of literacy which is mainly concerned with the teaching of the three R's and cannot meet the individual needs both in terms of quality and quantity, to a wider and comprehensive scope. Literacy activity would then assume a cultural content linked to the movement of the society, cultural progress and accompanying social changes.

*Stages of Implementation*

The time proposed for carrying out this strategic objective is estimated at 15 years as a maximum time-limit, starting with the adoption of this strategy at the Arab regional level.* This period shall be divided into the following three stages:

1. Preparation stage: 1977-1978 (two years)

During this stage efforts will be directed to the following, as preliminary measures to the comprehensive campaign against illiteracy.

a. Enumeration and classification of illiterates in the different localities.
b. Conducting a socio-economic study to map the basic features of the society conducted in the light of which efforts would be directed and plans drawn up during the implementation stage.
c. Selection, preparation and training of teachers, administrative and technical cadres.
d. Mobilization and organization of available governmental and non-governmental resources and conducting publicity campaigns at various levels and in different localities.
e. Issuing the necessary legislation.
f. Organizing developmental programmes on local, national and regional levels.
g. Provision of all administrative and technical requirements needed.

2. Implementation stage: 1978-1986 (eight years)

Intensified efforts will be devoted at this stage to the eradication of illiteracy among all individuals, both males and females, belonging to all organized sectors who are involved in overall development in one way or another, thus ensuring their active participation in all types of developmental work which ought to represent an organic part in the literacy process.

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* *This strategy was adopted by the Third Alexandria Conference convened in Baghdad, Iraq: 11-16 December 1976.*

With the achievement of the objective of this stage, the majority of the population in the Arab countries would be literate and thus, the remaining illiterate population would be motivated to rid itself of the stigma of illiteracy within the shortest possible time. This would enable the Arab society to participate positively in the contemporary cultural and technological development.

3. Liquidation stage: 1987-1991 (five years)

During this stage intensified efforts will be devoted to the liquidation of illiteracy pockets remaining from the second stage.

With realization of the strategic objective in its three stages, the Arab World will be thus prepared to enter the 21st century with all Arab citizens ready to participate actively in all economic, social, cultural and political activities. And it is in this way that the Arab citizens would be ready to contribute to the shaping of human civilization and benefit from its future.

Thus, the strategy aims at drawing up a second programme of action as a way out from the present underdeveloped state to the aspired progress through qualifying the Arab ability with its rich human wealth to be ready to participate effectively in shaping the civilization of the 21st century.

### *Review of Basic Principles and Trends*

This strategy is based upon a number of principles. These principles are interrelated and integrated with the rest of the elements of the strategy in such a way that enables these elements to move at the same time in one comprehensive and consistent action that corresponds with the magnitude of the illiteracy problem.

The following are the basic principles of the strategy:

1. The cultural concept of illiteracy.
2. Overall confrontation (integrating literacy efforts

with developmental efforts).

3. Unification of Arab action in the fields of illiteracy.
4. The importance of the political decision and people's will in the overall campaign.
5. Directing the people's efforts and using them in a self-propelling movement in the fight against illiteracy.
6. The elimination of illiteracy sources through the universalization of compulsory primary education.
7. Integration of formal and non-formal education.
8. Adopting the scientific approach in dealing with this problem.
9. Making use of moral, social and material incentives in the comprehensive campaign.
10. Continuous follow-up and evaluation of all stages, steps and objectives.

*The Cultural Concept of Illiteracy*

The problem of illiteracy with its various dimensions is not only an educational problem but is basically a cultural one. Therefore, we should get rid of the limited concept confining literacy to the teaching of reading, writing and arithmetic and from considering this activity as a second rate one. By this action, it is intended to include the social and cultural dimensions in such a way that the acquisition of the skills of the three R's becomes not an end in itself but rather a means for achieving other more important ends. Thus, the skills acquired should be used in the context of development and progress to achieve the positive participation in building a new society, and in shouldering the responsibilities of good citizenship.

*Overall Confrontation (integrating literacy efforts with development efforts)*

Inspite of the fact that illiteracy is a problem in itself, still it is a front face of cultural lag. Therefore, literacy activities should aim at modernizing society with its structures and social relations. This also calls for the adoption of the comprehensive method as a basis for illiteracy campaigns in every locality, if the objectives desired by the Arab society in its movement towards progress are to be achieved. Further more, there should be a tie-in between literacy efforts and overall development efforts. This could be achieved in the first place, in vocational training, workers' education, agricultural extension and community development. It is also necessary to direct the efforts for the integrated development of the individual so as to have clear impacts on the construction of society as well as to integrate plans for human and economic development at various levels.

### *Unification of Arab Action in the Fields of Literacy*

It is necessary to adopt the principle of unification of Arab action in a bid to build the contemporary Arab individual as this is considered a national responsibility, for the Arab individual is the most valuable, everlasting and productive resource of the Arab nation. The elimination of the illiteracy of the Arab individual and the development of his potentialities and skills are a credit to the Arab World as a whole. Therefore, unified Arab action is one of the basic solutions to the problem, which can be achieved by providing support to countries short of human and financial resources. Hence the importance of establishing a bank for human and financial resources which could be made use of in this intensified effort.

### *The Importance of the Political Decision and People's Will in the Comprehensive Campaign*

This principle is of utmost importance because illiteracy, being a form of retardation, is a political problem which should be given priority in the national effort. The case for this strategy depends on the method of comprehensive confrontation at all levels of activities in society aiming at its modernization, and this cannot materialize without a political decision taken at the highest level in the state in order that this comprehensive confrontation becomes obligatory for all those occupying planning and executive positions. This political decision will,at the same time,regulate all forces moving in the right direction towards the elimination of illiteracy in its cultural context and realization of the people's will.

The political decision and the people's will in this form represent the starting spark for all comprehensive social movement which stands against all forms of retardation in the society. They possess the people's backing and the legislative and administrative force required for the execution of the strategy plans.

### *Directing the People's Efforts and Using them in a Self-Propelling movement in the Fight against Illiteracy*

This principle calls for the mobilization of all the people's potentialities, the provision of all material and educational requirements and encouragement of self and voluntary efforts in an integrated approach, in the hope that the modernization of society would motivate illiterates to rid themselves of the shackles of illiteracy - illiteracy being a national outcome of traditional life in society.

The initiatives of public organizations (labour, vocational, social, cultural, women and youth organizations and associations) are still in need of reinforcement and encouragement. These organizations or forces should make a clear contribution to the efforts undertaken. Regional and national studies should be conducted with a view to attracting these forces to the field of action so that they shoulder a bigger part of responsibility in this domain. Also, the self-propelling movement should be a major aim in this connection and not a marginal one, so that the financial burden should not be shouldered by governments alone,but should be a joint conscious public venture.

### *The Elimination of Illiteracy Sources through the Universalization of Compulsory Primary Education*

The actual situation indicates that educational systems have failed to accommodate all children of school age.

This means that the illiteracy problem will continue to increase. It is logical that the "elimination of the sources", which feed illiteracy with a large portion yearly, should be foremost among the basic principles. This would enable efforts exerted to concentrate on liquidating the present numbers of illiterates, reducing their size and ultimately eliminating illiteracy within the years set in the strategic objectives.

This calls for the drawing up of practical, defined and well-timed plans which would ensure the accommodation of all Arab children of school age in primary schools and solve the problem of school drop-outs by eliminating the social and educational causes behind it.

### *Integration between Formal and Non-Formal Education*

In addition to the universalization of compulsory primary education, there should be integration between formal (school) education and non-formal education (literacy and adult education) on the level of planning, execution and returns within the framework of life-long education. This can be achieved through opening channels between the two educational systems in order to provide continuous and permanent educational opportunities for new literates, lest they should relapse into illiteracy. It is also essential that use be made of the everchanging needs and administration as regards age, curricula stages, levels, evaluation, examinations and certificates. This would pave the way for the establishment of new educational institutions and the construction of different forms of institutes and centres for the different kinds of learners at different levels, as well as for the various new activities of workers, craftsmen, farmers, etc.

### *Adopting the Scientific Approach in Confronting the Problem*

Since the traditional methods have proved inadequate in the effective confrontation of illiteracy, the scientific approach should be adopted. This is represented in designing plans, preparing cadres and new techniques and utilizing the scientific knowledge in understanding adult psychology and identifying their real motives for learning. Use should also be made of modern techniques and technical methods of execution, in the preparation of work plans and their evaluation. A map for overall development on the basis of organic integration between educational and cultural activities should be drawn.

### *Making Use of Moral, Social and Material Incentives in the Comprehensive Campaign*

This means defining positive and negative incentives, material, social and moral, suitable for motivating illiterates to learn. Thereafter, use should be made of these incentives in the respective categories and sectors of illiterates within the framework of development plans and the needs of both individuals and society.

### *Continuous Follow-Up and Evaluation of All Stages, Steps and Objectives*

The adoption of the principle of continuous follow-up and evaluation during execution with a view to studying impediments, suggesting alternatives and evaluating steps taken is of vital importance.

### *Practical Measures for the Adoption of the Above-Mentioned Principles*

In application of the above mentioned principles and trends, the following executionary measures could be presented:

### *The Cultural Concept*

In the light of this new concept, the objectives must be translated in the form of courses and defined levels for both literacy and adult education curricula in order to achieve integration between the following two stages:

A. *Minimum level of literacy*

This means the ability of the individual to read fluently and understand a passage from a daily newspaper, to express clearly in a written form an idea without making any spelling mistakes, to perform basic arithmetic operations required in everyday life and to know and understand the cultural basis of his Arab society.

*B. Adult education*

Adult education, within the philosophy of life-long education, includes all the educational and cultural needs of the individual which enable him to develop his experiences and abilities to an extent that allows him to raise his social status and realize his positive integration with the conditions and requirements of his society.

With this concept in view, it is necessary to reconsider methods and curricula which only regard illiteracy as the ignorance of the basic skills of reading, writing and arithmetic.

*Overall Confrontation (integration of literacy and developmental efforts)*

Since this strategy has been set up on the basis of the organic relation of illiteracy with the other forms of retardation in society, it is necessary to:

a - Link literacy activities organically with other current activities in the society to launch a social movement and comprehensive activity covering all sectors of society in order to liberate it from the shackles of backwardness.

b - Re-examine the existing methods with a view to abandoning traditional methods which consider illiteracy as an independent phenomenon to be tackled exclusively and apart from the other current problems of backwardness in the society and their various social, economic and political implications.

c - Stress the importance of the role of productive institutions, syndicates, professional and labour unions, public, political, social and religious organizations, youth and womens' associations, scientific and educational institutions, as well as population agglomerations, in confronting the problem in the form of a comprehensive campaign in which each bears his own share of responsibility at all planning and execution levels in accordance with a plan and a time schedule. This could be achieved through the formation of public organizations in the form of councils at national, regional and local levels which would be responsible for initiating action required by the plan.

d - Link literacy programmes and projects with vocational training processes, workers' education, agricultural extension and community development. All efforts should be directed within the welfare of the individual and the society, provided that each of these institutions bears its share of responsibility.

e - Observe that the literacy plan is an integral part of development plans and include programmes and projects which provide for the actual development of the individual's skills and abilities. Moreover, development plans should include literacy programmes and projects which are to be carried out within development and project sectors, giving priority to the productive labour force of both sexes.

*Unification of Arab Action*

To realize this principle, the following measures should be taken:

a - Developing and reinforcing national institutions engaged in literacy and adult education in the Arab world and providing them with material and human support in order to enable these institutions meet evolving needs in this field, and give technical assistance whenever required. It is essential to emphasize the following points:

- providing and reinforcing organizations responsible for the training of technical and administrative leaderships;
- mobilizing and organizing Arab efforts to provide the necessary resources and educational material in accordance with the requisities of comprehensive confrontation;

- providing samples of projects and literacy promotional campaigns;
- making use of world experiences and the work of competent international agencies in the field.

In order to achieve the above, it is necessary to mobilize all potentialities available at the regional level represented in ALECSO/ARLO, Unesco/ASFEC and recruit all Arab experiences to serve the execution plans in the Arab states.

b Establishing an Arab fund for financing literacy projects and programmes. The fund will be financed by Arab countries rich in material and human resources. Through this fund, assistance would be given to the less privileged countries.

c - Developing bilateral and multilateral co-operation among the Arab countries in the field of literacy.

d - Facilities should be given to Palestinians and other Arab nationals, both in and outside the Arab world, to have access to regional adult education institutions especially in the countries wishing to join the Arab League.

e - Establishing a regional data bank for the collection and documentation of information needed in literacy and adult education activities.

f - Establishing an Arab human resources bank for use by the Arab states in literacy and adult education activities.

### *The Elimination of Illiteracy Sources through the Universalization of Compulsory Primary Education*

The realization of this principle demands:

a - Providing material and human potentials for the universalization of compulsory primary education in the Arab countries whose present resources fall short from achieving this target, through the joint Arab fund and specialized Arab organizations, and offering a scientific approach, ultimately leading to the development of the Arab human resources.

b - Developing the existing educational systems to ensure the elimination of the phenomena of school drop-outs, abstention, relapse to illiteracy, coping with their social and economic causes by extending the social role of the school and its responsibilities in respect of nutrition and health.

c - Applying compulsory primary education systems and the prolongation of the period of compulsory schooling.

*Integration of Formal and Non-Formal Education*

The realization of this principle demands:

a - Reconsidering the rigid school educational system, making use of society's needs in developing school systems, legislations and administration as regards age, curricula stages, levels, examinations and certificates in such a way as to allow flexibility of movement and the extension of bridges between formal and non-formal education.

b - Seeking social and educational recognition for adult education in the labour market.

c - Opening channels linking adult education with school education or with vocational technical training centres, in order that adult education may lead to life-long education.

d - Establishing new types of schools for adults and young illiterates which suit their age and experiences and which differ from formal schools in their programmes, stages and duration.

## *Directing the People's Efforts and Using it as a Self-Propelling Movement in the Fight against Illiteracy*

The realization of this principle demands:

a - Preparing the Arab public opinion for the significant and effective role to be played by the popular, social and professional organizations in the planning, execution and follow-up of literacy activities.

b - Popular and voluntary participation should be an integral part in the organization of the campaign.

c - Linking literacy programmes and projects with the problems of the masses and directing them to meet the needs of both the individual and society.

d - Participation of illiterates in literacy efforts through conducting studies to identify their needs, interests and motives as well as their social and economic conditions.

## *Adopting the Scientific Approach in Dealing with the Problem*

The adoption of the scientific approach in all spheres of literacy and at all stages of work, including planning, execution and follow-up, is one of the first principles of this strategy. It is, therefore, necessary to lay emphasis on the adoption of the scientific approach in the following:

a - Studying the present conditions in order to identify the social map of each society with its potentialities, interests and needs and preparing an implementation plan based on the findings of this study.

b - Implementation plans should mobilize available forces and resources seeking the effective utilization of material and human resources to meet the requisites of implementation, giving due consideration to changing situations.

c - Establishing organizational structures for organizations responsible for execution at different levels and within the framework of clearly defined responsibilities of each organ, according to its specialization and role.

d - Assisting literacy departments in carrying out their programmes and projects by adopting new techniques and reinforcing them with specialized leaderships qualified for the effective and efficient execution of work in the field of information, research, planning and evaluation.

e - Developing the content and methods of teaching in literacy programmes and modernizing their techniques to meet the needs of adult learners and the requisites of development in the society with a view to achieving the desired progress of the Arab nation and confronting the challenges, which face the Arab World as a whole. This could be achieved through:

* Modifying literacy curricula so as to extend beyond the basic skills of reading and writing to the possibility of making use of these skills in acquiring basic knowledge, vocational skills and sound social attitudes.
* Identifying the roots of Arab culture and seeking new formulas for adult education.

f - Utilizing modern technologies in raising the standard of efficiency of literacy programmes, so as to ensure reaching under-privileged groups in rural and desert areas, particularly women through the use of mass media, the establishment of theatres and cultural clubs and the publication of newspapers for new literates.

g - Recruiting and training of different types of cadres capable of interacting with leaders responsible for literacy organizations and the recruitment of new types of literacy instructors and adult educators in sufficient numbers, increasing their efficiency in teaching.

h - Planning a comprehensive promotional campaign for all stages of literacy work in order to create a favourable social atmosphere conducive to change.

i - Giving priority in literacy efforts to economically productive age groups (15-45 years) and children with no schooling, with special care given to the elimination of illiteracy among women.

j - Increasing governmental financial resources devoted to the elimination of illiteracy with a view to striking a balance between education and literacy teaching.

k - Increasing the possibilities of financing literacy programmes so that they would include, in addition to the state budget, contributions from productive projects as well as public enterprises. This is to be accompanied by rationalization of expenditure in order to minimize costs.

### *Making Use of Moral, Social and Material Incentives in the Comprehensive Campaign*

This principle should be realized through:

a - Developing a system of positive and negative moral, social and material incentives that correspond to different types of learners in terms of occupation, age, and varying social and economic conditions.

b - Linking the incentive system with social and productive activities in a bid to meet the needs of individuals in the interest of society.

### *The Importance of the Political Decision and People's Will in the Comprehensive Campaign*

The realization of this principle demands:

a - Issuing a political decision at the highest level of authority, establishing the comprehensive national literacy plan so that all bodies concerned would be committed to carry out this decision which is an expression of genuine political will bent on liberating society from illiteracy and backwardness.

b - This decision would effectively be carried out giving priority to the requisites of the movement in terms of legislation, organization and the provision of the material and human resources.

c - Creating an enlightened public opinion which is aware of the seriousness of the illiteracy problem and the need to eliminate illiteracy. This would motivate illiterates to seek liberation from the shackles of illiteracy and make use of the various educational opportunities open to them. It would also motivate educated people to perform their national duty through participation in the comprehensive campaign.

### *Continuous Follow-Up and Evaluation of All Stages, Steps and Objectives*

The realization of this principle demands:

a - Directing a systematic effort to ensure the sound implementation of the strategic plans in all stages and to ensure that the target groups benefit.

b - Conducting an objective study of the various obstacles impeding execution of the plan in order to eliminate them.

c - Establishing sound criteria for the evaluation of the progress made and for the modification of courses of action whenever deemed necessary.

### *CONCLUSION*

In spite of the fact that this strategy is an integrated unit, it has its regional and national aspects.

At the regional level, the responsibility of implementation falls on the shoulders of regional institutions operative in the fields of literacy and adult education in the Arab states. This responsibility lies in the field of research, studies, training and the provision of technical assistance and expertise necessary to meet the evolving needs in this field. In order to enable these institutions to perform these functions it is essential to provide them with the necessary financial and human support.

The implementation of this strategy on the national level requires that it should be unanimously approved by all representatives of the Arab States. It is imperative that a political decision concerning the plan of execution should be issued by the supreme authority in the particular Arab State. The elimination of illiteracy and the comprehensive campaign it requires should be regarded as a political issue that should be given priority in both planning and implementation, mobilizing all resources and energies for the complete and final liberation of the Arab Nation from the shackles of illiteracy.

# REVOLUTIONARY COMMAND COUNCIL

## SUPREME COUNCIL FOR COMPULSORY LITERACY AND ADULT EDUCATION

## SECRETARIAT GENERAL

# STATE OF LITERACY FOLLOWING THE PROGRESSIVE REVOLUTION OF 1968

Republic of Iraq

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Edited: International Institute for
Adult Literacy Methods, Tehran, Iran

September 1977

# INTRODUCTION

*Situated in south-west Asia, Iraq achieved independence in 1932 and has been a republic since 1958. The present regime, the Revolutionary Command Council (RCC) came to power in mid-1968. The country covers an area of 438,446 square kilometres and the population is 12,250,000, with an average annual growth rate of 3.3 per cent. About 72 per cent are Arabs: 20 per cent Kurds: 8 per cent includes Armenians, Assyrians, Turkmans, Lurs and Jews. About 25 per cent of the population live in the Iraqi capital, Baghdad.*

*Arabic is the official language. The ethnic minorities speak their own languages,aswell as Arabic.*

*The education system in Iraq is state run and free at all levels. Expenditure for education in 1974 amounted to 119,731,000 Dinars (equivalent to US$ 405,868,000) and represents 18.2 per cent of all public expenditure. A breakdown of expenditure on education in 1972 indicates that adult education and literacy were the "poor relatives" in the educational family and needed a substantial boost in order to provide all citizens with equal opportunities in education and life.*

*According to current statistics* 49.9 per cent of the population (15 to 44 years old) or 2,205,500 people are illiterate. It includes 1,521,400 females and 684,100 males.*

*The National Campaign for Compulsory Literacy and Adult Education opened in January 1978 after an experimental period of approximately 12 months. The cost of the campaign in Iraq is put at 49,175,000 Iraqi Dinars (US$ 145 million).*

*The review which follows traces the early history of literacy in Iraq, its development until World War II and the subsequent steps taken as Arab nationalism strengthened*

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* Baghdad Conference for Compulsory Literacy, May 1976.

*and the need for compulsory literacy and adult education became apparent if economic, social and political development was to be achieved.*

## *EARLY STEPS IN ILLITERACY ERADICATION: 1922-1939*

Work in the field of literacy in Iraq began towards the end of 1922 with the creation of an "educational institute" which aimed to promote literacy classes. As part of an extension campaign to this operation, public lectures in various parts of the country were organized and the under-educated were invited to take part.

In 1929, the Ministry of Education co-ordinated the activities of a number of organizations engaged in literacy work. The campaign was expanded by the inauguration of evening classes held in primary schools. The work of literacy followed the traditional pattern, then generally recognized by educationalists in most parts of the world. It is noted that by 1939 more than 16,000 students attended these classes.

With the outbreak of World War II (1939-1945) the campaign was considerably curtailed. Such results as had been achieved tended to indicate that there was no significant advance towards the elimination of illiteracy among the people. Indeed, if there had been any decrease in the illiteracy rates in those years, it could rather have been attributed to the proportional expansion of primary schooling, rather than to the effects of the literacy campaign.

Broadly, it would be correct to say that the number of illiterates remained unchanged largely because of the imbalance between population growth and the rate of enrolment in primary schools. Statistics even tend to suggest that during the early post-war years the number of illiterates actually began to show an annual increase and it became obvious that such measures as were being taken were not, by any means, meeting the needs of the country.

## *THE 'FIFTIES AND UP TO 1968*

There was little or no action in the field of literacy and adult education during the 'fifties. Fundamental, or possibly, functional educational approaches to literacy were discussed and were, so to speak, "on the move", but the absence of any systematic planning was the main reason for educational stagnation in Iraq about that time.

What was the reason for this "bankruptcy in education", particularly among the masses, among women and in the rural areas?

The answer to this question can be summarized in two parts:

1. Iraq itself, having become a republic in 1958, was undergoing internal changes from which an established pattern of political unity was emerging, and within which literacy and adult education was to play a vital role.

2. The Arab World as a whole, strengthened by the newly formed League of Arab States, (now embracing 21 nations and approximately 153 million people sharing a common religion) was formulating plans for literacy and adult education to meet the needs of Arab unity and fulfil the demands of national development, as far as individual countries were concerned.

A number of regional meetings of the Arab Ba'ath Socialist Party considered the question of education for the masses and concluded there was a dramatic need for a change of educational thought and the early implementation of campaigns, firstly to eradicate illiteracy and then to follow up with life-long education to prevent neo-literates from relapsing into illiteracy, and training them to become efficient citizens.

## *THE IDEOLOGICAL APPROACH TO LITERACY*

The General Secretariat of the Supreme Council for Literacy and Adult Education in Iraq, in its report on the state of literacy following the Progressive Revolution of July 17-30, 1968, points out that the basic features of the ideological outlines of the Arab Ba'ath Socialist Party since its inception have always emphasized the hope for and the need to liberate the Arab man, develop progressively the Arab World as a whole, outlining its characteristics and its immortal message. It also pointed out the "originality and superiority of the scientific and revolutionary ideology of the Ba'ath Party which has defined the features of the Arab culture as free, progressive, comprehensive and human in its objectives and dimensions."

Moreover, the constitution of the Party has attached particular attention to education by outlining its scopes and goals, stressing the importance of creating a new Arab generally believing "in the unity of the Arab nation and adopts scientific thinking, abandons superstitions and all forms of reactionary traditions."

At international, regional and national levels, the Arab Ba'ath Party has consistently pursued a policy of the dissemination of such concepts and principles. At the same time, it has re-affirmed that in order to achieve the desired political, economic and social changes, many of the concepts, forms and methods of education, as well as curricula, have to be revised. In fact, as far as Iraq is concerned, the framework of education has to be rebuilt to embrace the principles as laid down by the Revolutionary Command Council.

At a regional conference in 1963, the Arab Ba'ath Socialist Party affirmed that nationalism and scientific socialism should be taught to all citizens in order to free them from all forms of "bad social behaviour" as a necessary priority for the creation of the Arab man with his "broad scientific mind and socialist manners who genuinely believes in social values." In order to meet these requirements, the conference concurred that, while these principles should be implicitly observed, efforts must also be made to eliminate illiteracy in the shortest possible time by the recruitment and mobilization of all existing services and agencies and other competent authorities that the country possessed.

Between the time that Iraq became a republic in 1958 and 1976 (the present regime came to power in Iraq in 1968), there have been a number of meetings of Arab educational experts, Arab ministers of education, regional Party conferences and international conventions at which the Arab policy of education has been discussed, reports made and recommendations tabled. The reasons for and the impact of these meetings have been adequately dealt with by Omar Mustaffa-Kedah in his article on the *Development and Situation of Literacy in the Arab States* which introduces this issue of *Literacy Discussion*. But it might be as well to recall here the regional meeting of 1974, the Third Alexandria Conference (Baghdad, 1976) and finally, and perhaps most important of all, the Baghdad Conference on Compulsory Literacy and Adult Education of May, 1976 at which the decision was taken to launch a national campaign throughout Iraq. Appendix I to this article lists the papers and documents of that Conference.

### *PROBLEM AND SOLUTION*

In 1974 at the regional conference of the Arab Ba'ath Party, delegates spelt out the problem of illiteracy and the measures necessary for combatting it. Illiteracy was classed as one of the great handicaps and "a most dangerous evil" which stood in the way of political, economic and social progress in the Arab world.

With such a high rate of illiteracy in Iraq, and also other Arab countries, it was considered impossible to build a progressive society capable of meeting the challenge of the age and at the same time playing a leading and revolutionary role in liberating the Arab nations as a whole and establishing a unified socialist state. It was then realized that the most important part of the over-all confrontation, as it became to be known, was the eradication of illiteracy in the shortest period of time. Victory in this sphere would decide numerous political, economic and social issues in Iraq where the Arab Ba'ath Socialist Party assumed the responsibility of leading the revolutionary transformation.

It was considered that, despite the efforts of the Ministry of Education and other government institutions, popular organizations, trade unions and the armed forces, the problem of illiteracy in Iraq still remained in its preliminary stage. An over-all national campaign had not been implemented without which there could be no total emancipation.

Considering the effective steps to be taken at the next stage, the 1974 Conference underlined the following:

> *That an over-all national campaign, led by the Arab Ba'ath Socialist Party, in which all mass organizations, the armed forces and competent government institutions have to take part, making full use of all available national finances, is quite indispensable for the eradication of illiteracy.*

The Third Alexandria Conference was held at Baghdad, Iraq (11-16 December 1976). This has been adequately covered in the article: *Eradication of Illiteracy: The Arab Strategy*, prepared by ARLO, ALECSO and ASFEC. The strategy is based on the recommendations put forward by these Arab agencies. The important point of the Conference was that the plan, as outlined, was adopted and it formed the foundations to future operations in the field of literacy and adult education in the Arab states.

It was at the Baghdad Conference for Compulsory Literacy (May 1976) that the final plan was established and a National Campaign for Literacy and Adult Education in Iraq was recommended. The measures and activities in Iraq which led up to the Campaign can be divided into two periods: Between 1968 and 1974 and 1974 to the "take off" of the Campaign.

When the Arab Ba'ath Party assumed control in mid-1968 immediate steps were taken for the implementation of Article 27 of the Literacy Act of the Interim Constitution which laid down that the responsibility for the eradication of illiteracy was vested in the government. Section 153 of the Literacy Act was promulgated, thus giving expression to the concern given to the promotion of literacy, representing as it now does, one of the major dimensions of the national education policy. It was in accordance with this law that a Higher Literacy Board was established to carry out the necessary measures as directed by the Revolutionary Command Council.

Local committees for literacy were set up in the provinces and a number of literacy centres (1,666 for males and 946 for females) were opened. Many agencies became active in literacy work, including the following:

The Ministry of Education;
The Institution for Workers' Education;
The General Federation of Peasants' Association;
The Heads of Agricultural Regions in the Ministry of Agriculture and Agrarian Reform.

The Higher Literacy Board approved a general plan for literacy on 9 September 1973, which was effectively put into operation in certain provincial areas in July 1974. A unified arithmetic textbook was also issued for students of the same level. The publication of textbooks for literates was commenced. They were devised and written at base level for the different social sectors which included the armed forces, peasants, workers and women. Readers were also published at a supplementary level. A time limit was set to turn illiterates into literates. This was divided into a base period of nine months followed by a supplementary nine months. Those completing the second stage then became eligible to attend the fourth form at primary schools, throughout the country.

The Education Teacher Training Institute at Abu Ghraib was used as a centre to train and prepare literacy personnel.

Everything related to the quantitative aspect of literacy, the size of the problem was estimated and aims and objectives laid down. Later, a quantitative strategy was drawn up, accompanied by tables showing the number of illiterates who should receive education at the basic and supplementary levels, together with the number of classes required and the annual expenditure. The immediate aim of the plan was to eradicate illiteracy among men by 1985 and among women by 1990.

After its preparation, the plan was circulated to the provincial regions accompanied by a letter, dated 27 September 1973, from the Secretariat General of the Higher Literacy Board. Provincial governors were requested to put the plan into action but this was delayed as appropriate allocations had not been earmarked in the budget of the Higher Literacy Board. However, disbursement was allowed for in local administration budgets. Certain designated areas, such as, Al-Zubair Qadha' in Basrah Governorate, were selected for carrying out pilot literacy programmes. Other villages and administrative units later became involved in the campaign.

Between 1974 and 1976 further conferences were held at which the problem of illiteracy in the Arab States was discussed and plans formulated to tackle it in accordance with the principles laid down by the Arab Ba'ath Socialist Party. The 8th Regional Congress in 1974 issued a report which analyzed the problems of illiteracy in the Arab World, defined the measures to be approved and recommended what active steps must be taken for the purpose of eradicating illiteracy through the overall launching of national campaigns.

Any national campaign envisaged the following points:

- A nation-wide and direct approach should be adopted under the leadership of the Arab Ba'ath Socialist Party. The first step was to curb illiteracy and the second to eradicate it completely.
- A radical survey of the routine and traditional measures used in the field of literacy was to be carried

out so that solutions could be found to meet the new approach, taking into consideration the urgent need for eradicating all kinds of backwardness among the masses.
Primary education should be made compulsory for all as the first step towards the extension of higher levels of education.

Literacy work, it was stressed, was to be strongly associated with society and based on the principles of the Arab Ba'ath Socialist Party and the contemporary revolution. Thus, it was closely integrated with overall development in which the broad mass of people would take part, reflecting a living and active model of the practice of a modern democracy. The cultural need in literacy was stressed, with its educational, social, economic and political dimensions, in addition to its functional context with life generally. Follow-up systems would provide opportunities for lifelong education. Preparation of reading materials on vocational and general education would also be promoted with the assistance of competent institutions in the country.

Other points included integration between the national campaign and the school system of formal education, aimed to start at pre-primary levels up to higher schooling. Serious measures were advocated to achieve compulsory education and develop aims, structure, content and tools, which would ultimately lead towards a better interaction with the cultural and educational demands of all. Special attention was to be devoted to children between 10-15 years of age who, for one reason or another, had missed out on early education. This would have the effect of eliminating the annual pool of those reaching adulthood, but still being illiterate. The overall national campaign should be closely linked to various types of vocational training introduced, thus turning it into a basis for the development of non-formal education and forming a nucleus for the development of adult education, in fulfilment, of the objectives of lifelong education in a desired progressive society. Programmes of general knowledge, developed through mass media, were introduced to suit various communities.

Education legislation was to be expanded and enacted to embrace the new concepts of lifelong education and its association with the social and economic and political development of the country. In addition to rebuilding society on these principles, the campaign would also offer adults and children equal opportunities. The proposed legislation was to ensure provision of such educational opportunity for all.

The national scope of the campaign should be taken into consideration by making use of human experiences and experiments, thus turning the whole approach into an example to be followed at regional and international levels. It was imperative that use be made of all available facilities, national and international. In particular the experiences and expertise of Arab agencies for literacy and adult education, should be utilized.

Finally, efforts should be made through mass media, involving press, radio and even television, if considered practical, to recruit the masses and develop a voluntary financial awareness to help run the campaign, in addition to government financial resources.

It was within this context that the Baghdad Conference for Compulsory Literacy recommended a national campaign and for this purpose the Supreme Council for Compulsory Literacy and Adult Education was set up replacing the Higher Literacy Board.

Before going on to deal with the Council and its responsibilities, it might be as well to examine the objectives of such a campaign which can be divided into rudimentary, political and social with proposed economic and health targets coming within the broad framework.

*Rudimentary*

Taking these points one by one, we see that the rudimentary objectives include the acquisition of the basic skills of reading, writing and arithmetic, the development of intelligent reading, eloquent expression and a new attentiveness. The ability to read and think should also be fostered and a new importance created through science and education, as the means to eradicate individual backwardness. People must also be taught to be self-reliant and develop the ability to harness learning with progress, both individually and in pursuance of the national needs.

### *Political Objectives*

There are basically six political objectives of the campaign. They can be said to embrace the achievements and aspirations of the party and the revolution, leading to an understanding of the importance of national unity, an awareness of that unity and the fostering of a spirit of struggle to meet the challenges confronting the Arab World. Finally, the new literates must learn to understand the importance of co-operation with the peoples of other countries in the world, in as much as it is compatible with the nationalist interests of Iraq.

### *The Social Aims*

To educate people culturally and socially to enable them to take an active part in a progressive society is a diversified operation. Firstly, literates should be made aware of their duties towards their families, their role, responsibilities and rights within the family circle, while they should also foster a community awareness and understand the role of the family and the community within the social organization of the country generally.

They should become involved in the building of society, by making themselves familiar with the characteristics of that society, and possess a spirit of co-operation and group work. They must become familiar with their role in the country's transformation, the need for improved production, whether in agriculture or industry, and be aware of their importance as citizens, and familiar with the services offered to them by the state, thus enabling them to make use of such services in the best possible way. They should also appreciate the artistic and aesthetic values and believe fully in the spiritual and religious significance of Islam. Finally, the people must be taught how to make the best use of their leisure time, both for themselves in particular and for society in general.

*The Economic Target*

Education in this area aims to provide citizens with the knowledge and skills which turn them into better citizens, both as producers and consumers which, in turn, enables them to participate more gainfully in national development as a whole. This is achieved by making people conscious of proposed projects, their importance both at national and international levels, and creating within them a positive attitude towards work. This is best attained by the realization of the importance of work as a "must" to the individual and as indispensable to society in general if progress is to be maintained.

People must persevere with their work, develop a respect for others in different jobs and vocations and learn to appreciate this combined role in the building of society, and understand the relationships which exist between manual and intellectual operatives through up-grading and improving their vocational capabilities. People must improve their work performance, both qualitatively and quantitatively. They must also be made to realize the imporrance of vocational agencies and other popular organizations which are established to help them within the framework of public and private interest. They must also be made aware of safety measures at work, deport themselves as wise consumers and become aware of the benefits of thrift and the part it plays both individually and within society as a whole.

*Health Targets*

The aim in this sector of the campaign is to enable learners to improve their health and nutrition standards. This can best be achieved by making people realize the importance of personal health and hygiene, abiding by health regulations and observing environmental customs. They have to be taught to understand the need for and the importance of health institutions, as far as sickness is concerned, while the superstitions and charms, traditionally associated with healing, must cease to be part of the day-to-day quest for health. As they progress towards better housekeeping generally, people must acquaint themselves with the measures necessary for maintaining personal, family and social safety and health.

## THE NATIONAL CAMPAIGN

### *RESPONSIBLE COUNCIL*

The Supreme Council for Compulsory Literacy and Adult Education in Iraq was set up in accordance with a letter from the Revolutionary Command Council, dated 19 July 1976.

Its constituent body includes members formerly serving with the Higher Literacy Board, as well as additional members representing federations, mass organizations and party bureau leaders.

Chairman of the Supreme Council is head of the Educational Affairs Bureau of the Revolutionary Command Council. The Vice-Chairman is the Minister of Education. Other members include the Ministers of Higher Education and Scientific Research; Information; and Planning. The latter minister is described as the regional leadership member. Other members represented the Teacher's Union, the Iraqi Women's General Federation, Iraqi Student's National Union, the General Federation of Workers, the General Federation of the Peasants Association; five members from provincial bureaux, and a representative of the military bureau. The total membership is 17, including the Council Secretary General who is also the General Secretary of the Educational Affairs Bureau.

### *FUNCTIONS OF THE COUNCIL*

The following responsibilities are vested with the Council:

Laying down of the general aims of the campaign;

Policy making and enforcement;

Implementation and aims and policies established;

Handling problems referred to the Council by party and technical agencies working on the campaign;

Adoption of the annual budget after its submission to the appropriate authorities;

Issuing decisions and defining the areas to be covered by the campaign, within the time limit set by the national campaign;

Adopting curricula, teachers and training programmes as well as related technical, educational and administrative affairs generally.

## *FORMATION OF THE SECRETARIAT*

Among other historic recommendations of the Baghdad Conference on Compulsory Literacy were suggestions concerning the administrative organization and the general secretariat of the Council. The secretariat was finally established under Order No. 32 of 28th August 1976, issued by the Revolutionary Command Council. It includes the following departments:

*Training*: handles all training requirements needed within the campaign, including teachers, supervisors and directors of literacy centres, technicians and other professionals, as well as cadre demands made during the campaign.

*Teaching, teaching aids and modern technology*: undertakes the task of laying down curricula, textbooks and guide books, as well as preparing teachers for the campaign in general and experimenting with modern educational techniques which it was felt might usefully be introduced into the campaign.

*Planning section*: is responsible for the detailed work plan and programming the functions and activities, in addition to participating in overall surveys and analyzing reresults, laying down the administrative and educational requirements for the campaign, and collecting data on population and education affairs, together with tabulation, co-ordination and final analysis.

*Documentation and research*: undertakes educational, psychological and social studies, conducts field surveys on literacy matters and compares these studies to similar ones conducted in other countries.

*Mass orientation and mobilization (for information)*: handles the operation of mass orientation to motivate illiterates to join literacy centres; encourages volunteers to take part in the campaign together with the use of mass communication, distribution of information, pamphlets and posters.

*Relations and co-ordination*: is responsible for the necessary measures for promoting and preparing for conferences and seminars, and the organization of relations between Arab and foreign specialized agencies, and achieving practical co-ordination among authorities in the country.

*Financial affairs*: assumes the responsibility of preparing the annual budget; laying down conditions and terms of disbursement of funds. The section follows up reports, balance sheets and generally establishes conditions which integrate the financial aspect with the participation of the masses.

*Administrative affairs*: outlines the needs of the campaign with respect to workers in various fields; determines the nature of their work, organizes cadres and generally keeps records of overall activities. It lays down terms and conditions of campaign staff and is responsible for correspondence, files, provision of facilities, buildings, equipment, communication, maintenance and storage.

*Follow-up and evaluation*: checks implementation, examining points of strength and weakness in the national campaign; submitting reports on the work of committees at the national level. The section is also responsible for the educational supervision of the campaign.

### DIRECTORATES OF LITERACY IN THE GOVERNORATES

Following the establishment of the Secretariat-General responsible for the overall campaign, it was then considered necessary to appoint specialized directorates in the field of literacy in the provinces ("liwas"), each of which is administered by a governor (mutasarrif). The directorates were linked administratively and financially with the Secretariat General of the Supreme Council. Such directorates were accordingly set up. These assistant-directors of education were responsible for the campaign at provincial level and each established units similar to those of the Secretariat-General and were charged with the responsibility of putting into action whatever was referred to them from the Supreme Headquarters or its specialized agencies. Currently, there are 19 Directorates.

### CENTRAL BOARD OF LITERACY

As the decisions of the Supreme Council require immediate follow-up and implementation at various levels, it was decided to set up a Central Board of Literacy, linked to the Secretariat General, and consisting of the leaders of local councils at different levels. This board assumes the task of proposing plans and programmes for the national campaign, follows up headquarter decisions and submits regular reports on the progress of literacy in provincial areas. At the same time, an Executive Board was also set up in each province, *qada* and *nakiyak*, (approximating to townships and villages). It is the basic function of such boards to ensure the overall implementation of the campaign in their particular area.

### ENACTMENT OF THE LAW

A committee was set up to prepare new legislation to take the place of Literacy Law No. 153 of 1971. Such legislation was drawn up and submitted to the competent authority for adoption and sanction as law.

## LITERATES COVERED BY THE CAMPAIGN

The number of illiterates of the age group 15 to 45 years old to be covered by the campaign, as from January 1st, 1977, is noted as 2,205,500 of which 684,100 are males and 1,521,400 are females. These represent 29.4 per cent (males) and 68.1 per cent (females) of the same age group of the total population.

## AIMS AND OBJECTIVES

The campaign aims to eradicate illiteracy among males and females among the specified age group by 1981. This takes into consideration a 1 per cent rate of drop-out for compulsory reasons, such as death, sickness or immigration.

The average number of pupils enrolled in each class is to be within the limit of 30 illiterates. Each lesson is of 40 minutes duration, and held five days a week. There are 15 periods of study per week at the rate of three periods a day. One supervisor is to be in charge of 120 teachers.

In 1976, literacy centres enrolled the following number for the two stage campaign:

| Educational Stage | Males | Females | Total |
|---|---|---|---|
| Basic | 41,153 | 44,379 | 85,532 |
| Supplementary | 24,179 | 23,867 | 48,046 |
| Total | 65,332 | 68,246 | 133,578 |

These figures only represent a small percentage (10% Male; 4% female) of the total number of illiterates of the age group, whereas during the actual campaign, (1st January 1978), the literacy centres are to absorb 373,100 students (males 86,800; females 286,300) during each year of the campaign.

The number of classes required for the admission of all students throughout the duration of the campaign is estimated at 62,180 (14,465 for males and 47,715 for females) based on the average of 30 students per class.

The number of teachers required for the literacy campaign is estimated at 74,260 at the rate of 14,924 per year (3,472 men and 11,452 women) for each year of the campaign. Correspondingly, the number of supervisors required is 620 (145 men and 475 women).

## *PHASES OF ACTION*

In view of the requirements for the implementation of the campaign and for the purpose of finalizing the administrative and planning authority, actions have been divided into the following phases: preparatory, procedural and the overall campaign.

The Preparatory Phase was of six months duration from 1st July, 1976 following the formation of the Supreme Council for Compulsory Literacy and Adult Education to 1st January 1977. It covered the setting up of the General Secretariat, the formation of local councils in the provinces and sub-divisions, the finalization of the new literacy legislation and the composition of textbooks necessary for the campaign.

The Procedural Phase, (1st January, 1977 to 31st December 1977) covered the following activities: completion of the population census, and illiteracy statistics with percentages according to age groups; completion of the enumeration and classifying of campaign workers, as well as training the administrators; laying down a plan for opening literacy centres, selecting the sites and itemizing requirements.

The overall campaign phase is of five years duration, started as of January 1st, 1977 and ending on 31st December 1982. This is divided into a period of experimentation, one year duration; the nation wide coverage which is estimated to be completed within three years and a final phase of one year, after which it is reckoned that "complete victory" over illiteracy will have been attained.

## *COST AND GROSS EXPENDITURE*

The cost of educating a single literate, in accordance with the expenditure incurred in this process, is estimated at 26,370 Iraqi Dinars* per year. This estimate was arrived at after calculating the gross expenditure throughout the years of the campaign which ran as high as 49,175,000 Iraqi Dinars. Of this amount 11,445,000 was earmarked for teaching male students and 37,730,000 for female students for each year of the campaign. These amounts are distributed in the following proportions:

43% teaching expenditure
17% administration of literacy centres
14% transport of teachers.

## *REQUIREMENTS*

Iraq is one of the developing countries of the world whose technical and material resources do not match up with the requirements necessary for its progress towards liberation and prosperity.

As far as the literacy campaign is concerned, the country still lacks in experience, experiment and expertise. It has to be remembered, however, that the national development plan, as visualized, can only be achieved if the literacy campaign is accepted by the majority of the people who have actively to participate in it to bring about the eradication of illiteracy which is, and always has been, regarded as an integral part of the overall development programme.

In order to overcome what the country lacks in material and competent human resources, Iraq needs outside help, from Arab agencies engaged in the field of literacy and adult education, from international and regional organizations and other agencies. The Supreme Council calls for experts and visitors to offer their experinece; publications and pamphlets on literacy; teaching aides and mass media, particularly mobile movie units. It requires vehicles, films, printing and photographic equipment and a "hundred and one" other things to help in the cause of national literacy.

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* *1 Iraqi Dinar = US $ 3.39.*

It is suggested that Iraq could profit from short term fellowships for the purpose of getting acquainted with successful literacy pilot projects; the ways of laying down a work plan; the problems involved and how they can be overcome, as well as the means and methods used in countries where similar experiments have been carried out. These countries include Denmark, Italy, Brazil, Mexico, Cuba, China, Iran, Korea, Tanzania, Sudan, Algeria, Bulgaria and the Soviet Union.

Long term fellowships and scholarships are also suggested for purposes of study not only in literacy but also in the field of adult and higher education.

## CONCULSION: TOWARDS UNIVERSAL EDUCATION

*In view of the strong political will, supported by a substantial increase in the human, financial and material resources allocted for the over-all national literacy campaign by the State, coupled with mass voluntary participation and contributions in kind and in cash, the future prospects for the eradication of illiteracy in Iraq in the coming years are highly encouraging.*

*Literacy work in Iraq has gained international recognition. In fact, the Institution for Workers' Education of the Iraqi Ministry of Labour and Social Affairs received an Honourable Mention in the Nadezhda K. Krupskaya Prize for 1975 "for its notable efforts aimed at eliminating illiteracy among industrial workers, for integrating literacy with trade union and professional education, for mobilizing and training workers as voluntary teachers, and for the articulation obtained between the literacy programme and the national education system."*

"Finally, a mass campaign implies a commitment of the government to move towards a fully literate society requiring an infrastructure of reading materials, newspapers, libraries, reading rooms, extension materials, and all the other things necessary to support the intellectual interests of literate people. Thus, a long-term plan for a literate society must take into account expenditures that probably far exceed the cost of the original literacy programme in order to establish and maintain such an infrastructure."*

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* The Experimental World Literacy Programme: a Critical Assessment, Paris, The Unesco Press, UNDP, 1976.

# APPENDIX I

## LIST OF DOCUMENTS[6]

## BAGHDAD CONFERENCE FOR COMPULSORY LITERACY
8 - 15 MAY 1976

### A. *RESEARCH PAPERS*

1. The New Adult Literacy Strategy in Iraq,
   by Dr. Mohammed Ahmad AlGhannam
2. Literacy and National Development Plans,
   by Dr. Mohammad Nabil Nofal
3. Reflections on the Social and Economic Returns of Literacy,
   by Dr. Hamed Ammar
4. Study on a New Proposed Literacy Strategy in Iraq,
   by Dr. Abdul'Aziz Al-Bassam
5. Regionality of Action in the Over-all National Literacy Campaign
   by Dr. Mohyiddin Saber
6. Integration between Literacy Campaigns and Formal Education in the Context of Life-Long Education,
   by Dr. Musari ArRawy
7. The Eradication of Illiteracy Among Women in the Arab Homeland,
   by Dr. Souad Khalil Ismail
8. Incentives and the Literate's Personality,
   by Dr. Abdul'Aziz Hamed AlKoosy
9. Patterns of Social Life in Iraq and Literacy,
   by Dr. Aladdin AlBayyati
10. Curricula and Textbooks Required to Achieve the Goals of the Over-all National Literacy Campaign,
    by Dr. Anissa AlMunshi and Sr. Ibrahim Shihab
11. Educational Innovations in Literacy,
    by Dr. Fernandez

12. Educational Innovations in Literacy,
by Dr. Fakhriddin AlQalla

13. Recruitment and Training of Literacy Cadres in the Context of the Philosophy of Life-Long Education,
by Dr. AbdulFattah Galal

14. Training of Literacy Cadres,
by Badi Mahmoud AlKassim

15. On Literacy Measures in the Arab Countries,
by Dr. Ahmad Ebeid

16. Comparative Studies of Literacy Experiments,
by Dr. Abd Al'Am'r Al'Wakil

17. Variables Governing the Literacy Campaign,
by Dr. Nagib Iskandar

18. Time-Schedule for the Implementation of the Literacy Programme in Iraq,
by Dr. Said Shalaby

## *B. STUDIES*

1. Realities of Literacy in Iraq,
by a committee

2. New Administrative Structures and Organization for the Literacy Campaign,
by a committee

3. Realities of Organs Responsible for Literacy,
by a committee

4. Curricula and Textbooks for Illiterates in Iraq,
by a committee

5. The Iraqi Experiment in the Training of Literacy Cadres,
by a committee

6. Material Requirments for the All-out National Literacy Campaign,
by a committee

7. Follow-up Systems for the New Strategy of the Literacy

Campaign in Iraq,
by a committee

8. Role of the Fundamental Education Institute in the Preparation of Literacy Cadres,
by Es Sayyed Ali Abdul Talib

C. *DOCUMENTS*

1. Literacy and Adult Education - a bibliography,
by a committee of the Documentation Library
2. Report on Methods Adopted in Cuba for the Elimination of Illiteracy, prepared by the National Commission for Unesco in Cuba and translated by Sa'ib Amin and Ibtihal AlQaragouli
3. Political Dimensions of the National Literacy Campaign in Iraq,
by Elian Farah
4. Literacy in China, report presented by the Office of the Cultural Attache, Chinese Embassy in Baghdad, translated by Sa'ib Amin
5. First Alternative for the National Camapign (3 years), Planning Division, Ministry of Education, Baghdad
6. Second Alternative for the National Campaign (5 years), Planning Division, Ministry of Education, Baghdad
7. Third Alternative for the National Campaign (5 years for male and 7 years for females), Planning Division, Ministry of Education, Baghdad

Ministry of Education
Directorate-General of Educational Planning
Planning Division

# RECRUITMENT AND TRAINING:
# THE PHILOSOPHY OF LIFE-LONG EDUCATION

by

Dr. Abdel Fattah Galal
ASFEC, Acting Director

The principles of success in an overall literacy campaign are a decisive political decree, strong will and the availablity of human and material resources. Act 142 for the year 1974 represented in the political report of the 8th regional conference of the Ba'ath Arab Socialist Party in Iraq provides that decisive political decree since it clearly defines the problem of illiteracy, its dangers and emphasizes the necessity of eradicating it. The Act states:

> *The high rate of illiteracy among citizens, particulary in rural areas, is considered to be the most serious and dangerous constraint impeding the political, economic and social progression of the country. With the present high rate of illiteracy, it is impossible to raise the standard of the masses, build up an advanced revolutionary society capable of confronting the problems of the age and its complicated requisites. It is also not possible for our country to contribute to the building up of a united socialist Arab nation. Therefore, the fight against illiteracy within the shortest possible time is considered the most important sphere of our struggle and activities.*

This political decree has at the same time encompassed the strong will represented in the necessity of launching a national overall campaign led by the Ba'ath Party and in which major organizations, governmental institutions and the armed forces participate in wiping-out illiteracy within a specific time limit. I need not mention that the human and national potentials are available in Iraq, where there are educated people in various fields and positions capable of active and effective participation in the national overall literacy campaign. Furthermore, there is a national wealth through which literacy programmes could be financed. However; studies of literacy work have revealed that there are certain difficulties and shortcomings in respect of the use of human and material potentials. These include:

1. Lack of technical experiences in conducting field researches and studies.

2. Lack of trained teachers in terms of quality and quantity.
3. Lack of suitable textbooks in terms of the variety of subjects dealt with.
4. Lack of follow-up books, guides and materials for teachers.
5. Lack of diversification of the functions of experts and specialists.
6. No use is made of modern technological methods and equipment.
7. Inadequacy of evaluation and educational supervision organizations.
8. Inadequacy of planning staff, including the area of statistics.
9. Inadequacy and inefficiency of administrative literacy organizations.*

The examination of the foregoing negative aspects reveals that these are the outcome of shortcomings in the preparation and training of literacy cadres or in the provision of adequate funds. This article is mainly concerned with ways and means of overcoming such shortcomings in respect of the training of literacy cadres.

## *Literacy Cadres within the Framework of the Concept of Life-Long Education*

The nature of an illiteracy problem reveals that it is the outcome of inadequacy in formal education, due to various reasons, to educate all children. Hence, the total number of illiterates has enormously increased and added to the serious magnitude of the problem. This simply means that if we universalize compulsory primary education and at the same time, eradicate illiteracy among adults within a specific time, we can solve the problem.

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* *Ministry of Education, Educational Planning Directorate, Department of Planning "Survey of Literacy and Means of Implementation" Paper No. 35 Me., July 1975, pp. 41-42.*

The fight against illiteracy should be considered as a temporary and time-scheduled effort. Once illiteracy has been eliminated, literacy structures and cadres would no longer be needed. Therefore, before defining types of cadres required for literacy work and their numbers, these cadres should be trained to undertake particular tasks and, once it is completed, they would return to their original jobs, or take up other new positions.

This outlook means that cadre members should be recruited from among those engaged in other activities related to the education of children and adults. The training should familiarize them with characteristics of the new work and should lead to their acquisition of relevant skills and attitudes. The drawback of this attitude is that it inclines to emphasize the fact that literacy work is a marginal activity and discourages many people from participating in such efforts. There is, on the other hand, another viewpoint which calls for the need of permanent cadres for literacy work within an integrated framework of adult education, based on the concept of life-long education. This means that there should be a clear-cut system of adult education which elaborates its philosophy, aims, scope and institutions, embracing all those engaged in labour education, agriculture extension, moral orientation in the armed forces, mass communication media, Party leadership cadres and major popular organizations, officials responsible for training programmes in government institutions and public sectors, as well as others engaged in this field, in addition to all those engaged in education in general and in primary education in particular. The writer is in favour of this latter view since it keeps those engaged in literacy work in touch with adult education activity. Literacy programmes are in this way put in their real perspective, constituting a preliminary stage along the path to life-long education and a first step in an integrated programme of adult education. This approach also ensures integration between formal and non-formal education within the framework of the philosophy of life-long education.

### *Categories of Literacy Cadres*

Literacy cadres can be divided into the following categories:

*Instructors*

The instructors undertake actual teaching in literacy classes, including reading, writing, arithmetic, allied subjects and general culture, national awareness, etc. They constitute the largest proportion of manpower required for work within the literacy plan. As evidence, we present the following data concerning numbers of instructors required to work in the plan according to the three alternatives submitted to the conference.*

| Alternative | Duration of plan year | Actual number of instructors - 1975 | | | Number of instructors at peak year | | | Instructors required | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | male | female | total | male | female | total | male | female | total |
| 1st alternative | 9 | 1967 | 2724 | 4691 | 9613 | 18663 | 28276 | 7646 | 15939 | 23585 |
| 2nd alternative | 7 | 1967 | 2724 | 4691 | 11467 | 25737 | 37204 | 9500 | 23013 | 32513 |
| 3rd alternative | 5 | 1967 | 2724 | 4691 | 17920 | 35963 | 53883 | 15953 | 33239 | 49192 |

(Ministry of Education, Educational Planning Directorate, Department of Planning "Survey of Literacy and Means of Implementation", Paper No. 35, July 1975).

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* *Statistical data are quoted from the previous reference.*

These figures indicate that the choice of the third alternative requires the recruitment of 49,192 instructors before 1978, of whom 33,239 are females. This calls our attention to the importance of ensuring the recruitment of such a large number of instructors in such a limited time. Needless to say, the proper training of instructors, both quantitatively and qualitatively is of paramount importance since they shoulder the main responsibility in the overall campaign.

*Supervisors*

This category undertakes technical supervision and follow-up of implementation of the literacy plan. Supervisors also give guidance to instructors through crash "in-service" training programmes. A supervisor is normal-in charge of some 20 literacy centres (i.e. 20 instructors at one and the same time). This presents difficulties in Iraq since the centres are scattered with long distances separating them.

The plan, therefore, would require the provision of 2,459 supervisors.

The situation would even demand more supervisors if we take into consideration the nature of guidance work, which calls for the setting up of a central office in the capital with supervisors in the branch offices in central provincial towns and local supervisors operating throughout regions of Iraq.

*Specialists*

It is the quality and not the quantity of specialists that counts here. These specialists would be in charge of the technicalities of work at the highest level. They lay down administrative plans and systems, conduct field work research and studies, prepare curricula, books, educational materials, methods of teaching educational aids and methods of applying technology in literacy and adult education. Moreover, it is these specialists who draw-up the policy and plan of publicity for literacy programmes and projects. They also supervise and implement personnel training programmes, draw-up plans for supervision and orientation, choose evaluation methods to be followed, supervise evaluation operations and analyze findings. The specialists, generally, constitute a central technical agency which renders its services on the national level. Supportive staff could be attached to such units to take charge of technical aspects at local levels and provide specialists with their observations through actual implementation of work. They also constitute a link between the central specialists body and the decentralized educational guidance unit. It should be noted that this type of specialist is lacking in most Arab states, and plans and projects indicate that there is an urgent need for the training of such specialists.

*Administrative staff*

The administrative staff can be divided into two categories:

> Top Level Administrators, supervising literacy work technically, administratively and financially at centralized and decentralized levels within the framework of the plan and policy as laid down by the supreme literacy authority.
>
> Supportive administrative staff who undertake secretarial work and handle personnel affairs in literacy departments in the capital, governerates and in literacy centres, also provide other allied services.

*Selection of Cadres*

The criteria to be followed in the selection of personnel will naturally differ from one category to another, yet there are certain common criteria which should apply to all, regardless of their category. These criteria relate to personal qualities of the staff selected to participate in literacy work. They must have the willingness to work in literacy and adult education fields. They should have the ability to communicate with others and transfer their knowledge to them; they should also possess social awareness and a feeling of responsibility. Furthermore, they should have the will to learn and the ability to benefit from what they learn in terms of theory and practice. One of the important qualities which constitutes a necessity in general cadres working in literacy is that they should be good citizens, capable of rendering service to their communities with willingness and enthusiasm. The extent to which these qualities should be available might differ according to the various categories, yet each should enjoy these qualities to a certain extent. It is, therefore, necessary to lay down standards revealing the extent of such standards among instructors.

Following are the qualities which the various cadres should possess and the sources from which they could be selected.

### *Instructors*

Inspite of universal agreement emphasizing the necessity that all types of instructors, including adult educators, should be university graduates; the realities of manpower available in Iraq, in terms of quality and quantity, makes it imperative to select instructors with educational qualifications below the university level and then provide them with the necessary training and educational opportunities to further their studies.

Literacy and adult education instructors are selected from among the educated groups in the society, according to the following priorities.

### *Workers in adult education programmes*

The concept of adult education enables us to include in this work several existing institutions[*]. With little preparation and training, workers in adult education can serve as literacy instructors. Special mention is made of educated leadership cadres in the Party and in major popular organizations, in addition to labour education instructors, those engaged in the preparation of Radio and T.V. programmes and other mass media agencies, agriculture extension workers, social workers, health educators, members of the Armed Forces and police vocational trainers, instructors in training programmes in ministries and other institutions.

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[*] *Jiri Kostasek, The idea of continuing education in the current reform of educational systems and teacher training, in Unesco, The School and Continuing Education: Four Studies, Unesco, Paris, 1972, p. 215.*

### *Teachers in formal education institutions*

Use could be made of all teachers engaged in all stages of general and technical education to work as literacy instructors.

### *Volunteers*

Literacy instructors could be recruited from among educated youth willing to participate in the movement, educated workers, engineers, technicians, supervisors in the field of industry, civil servants and others. Those recruited for work should have the personal willingness to render public service,whether they are paid or not. Moreover, it is essential that they continue their education while engaged with programmes. It has already been stated that the literacy movement should be linked with adult education and non-formal education within the framework of continuous education. This calls for the preparation of full-time adult educators who will be capable of participating in literacy programmes at present and assume an effective role in adult education programmes in the future. Efficient elements which achieve positive results during their work could be continuously trained so as to become full-time workers in this field.

### *Supervisors*

These have to be selected from among adult education supervisors, its senior staff and general education supervisors, since long educational experience is essential. Through a specific training programme, supervisors can efficiently perform their work. Moreover, they have to be university graduates and should have at least 10 years of experience in the field of education in general and in teachers guidance and orientation.

*Specialists*

Specialists have to be carefully selected since they perform an important role. In addition to personal qualities, they have to possess specialized experience in one of the fields of literacy. This type of specialist is lacking in almost all Arab countries, and for this reason, the conference on the Preparation and Training Arab Instructors convened by ALECSO in 1972 called for:

> *The formation of a section for adult education in teacher training colleges and institutions to create specialized cadres capable of educating adults, conducting studies and researches, all of which aim to develop adult education to meet the needs of socio-economic development plans.**

The shortage of these specialists led ASFEC and ARLO to organize a six-months programme for the preparation of such specialists (due to start in the middle of 1977).

*Administrators*

Senior administrative staff should be selected from among those who have had long experience in educational and administrative and technical work in literacy and adult education fields.

The supportive administrative staff are selected from among those qualified in secretarial work and personnel affairs. They have to possess the personal qualities previously mentioned in order to encourage illiterates to cooperate with them, and should understand the nature of the work, with its social and economic objectives.

*Objectives of Programmes for the Preparation and Training of Cadres*

Programmes for the preparation and training of cadres for literacy work generally aim at enabling trainees to understand the nature of work in this sphere and acquire necessary skills to perform their tasks according to the quality of each trainee and his category.

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* *ALECSO, Department of Education. "Conference on Preparation and Training of Arab teachers, Cairo, 8-17 January 1972, Cairo Al Taggadom Press, 1973, p. 22.*

In addition, these training programmes have a role in the development of each trainee to participate in effecting the desired change in society by convincing learners of the importance of their participation in the development of society and in the achievement of national goals.

These programmes also aim at developing the abilities of trainees to further their education through increasing their knowledge and put what they have learned to practice. In this way,they set an example for learners in implanting in them positive attitudes towards life-long continuous education. The most important objectives of such programmes can be summed up as follows:

- to acquire a clear-cut notion of the concepts of literacy and adult education.
- to be acquainted with objectives and features of such plans within the framework of overall development.
- to get acquainted with educational, psychological, social and economic theories related to literacy and adult education and to acquire the ability to make use of them.
- to acquire skills of the work to be carried out by the trainee in literacy programmes.
- to acquire the ability of communicating with learners, motivating them to learn and helping them to overcome the obstacles they encounter.
- to acquire the ability of understanding the component of the environment in which the trainee works and lives, establish good relations with individuals and win their confidence and respect.
- to develop in the trainee the ability of sound thinking in addition to the acquisition of reading and research habits, thus setting an example for others in carrying out the tasks required for the development and progress of society.

## TYPES OF PREPARATION AND TRAINING PROGRAMMES AND THEIR CONTENT

### *Programmes for the Preparation and Training of Instructors*

The preparation of the instructors has three dimensions in general: a cultural dimension where the instructor is provided with a cultural basis which enables him to understand the culture of his society, its characteristics and objectives, in addition to the acquisition of knowledge of basic humanities; the specialized dimension where he acquires a high degree of specialization in the subject he will teach; the occupational dimension, where the instructor acquires methods, techniques and skills which enable him to transmit knowledge to others, co-operate with them and successfully carry out his task.*

This means that the literacy instructor must be an educated person who can understand the trend of events in his society and Arab homeland and be capable of discussing cultural subjects with the learners, arousing their awareness of the objectives of their community development. He must also be specialized in teaching reading, writing and arithmetic, in addition to mastering the skills of teaching adults.

Once he has these qualities he can undertake teaching in literacy classes without any need to attend training programmes, though he would need "in-service" training to develop his skills, rationalize his training and get acquainted with up-to-date methods and techniques, particularly in the field of the technology of education, e.g., programmed instruction, correspondence courses and education through Radio and T.V.

. Due to the fact that those originally trained for literacy teaching in teacher training institutes (which have recently developed their programmes to include adult education) are few and the training inadequate, it is necessary that training programmes for all categories of instructors be organized before they start work.

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* *Jiri Kostasek, Op. Cit., p. 210.*

In designing these programmes, due consideration should be given to the characteristics of each category.

In the case of instructors selected from those trained for primary school teaching, a special programme is to be designed to show the differences between the education of children and the education of adults, in addition to the psychological and social characteristics of each. These instructors undergo practical lessons and field experiences under the supervision of their trainers.

As to those trained to work in adult education, other than literacy, a programme should be designed for them to acquire the ability of teaching reading, writing and arithmetic, acquainting them with the characteristics of the Arabic language, Arabic writing and Arabic style. They should be familiar with the concepts of literacy and continuous education and their principles, the literacy plan and its requisities, problems of application, literacy curricula and educational materials, text books in use, educational aids and their uses, evaluation methods and their application, as well as making use of their results in improving the performance of learners and developing the educational process.

The training programme should also include administrative procedures, such as filing, report writing, classroom control, maintaining order, in addition to encouraging discussion and creativity among learners.

A third and relatively long programme should also be designed for educated persons, apart from the above-mentioned two groups, who express willingness to participate in literacy work. This programme should include the subjects dealt with in the above-mentioned programme, in addition to basic knowledge in education, educational psychology and sociology, learning theories, fundamentals of educational, occupational and psychological guidance. The programme should incorporate political, cultural, economic and social subjects which help the instructor to discuss such subjects with the learners.

"In-service" training programmes are designed in the light of the instructors' performance and the supervisors' reports. Such programmes should aim at coping with any deficiency which might occur during work, acquainting instructors with new universal experiences in their field of work, methods of applying new techniques in education, especially those related to the technology of education. The programmes are generally of short duration and can be conducted by supervisors and specialists, each within his field of competence.

This diversification in the preparation of literacy instructors with its various dimensions calls for laying down a standardized system for the preparation of full-time adult educators in the context of the philosophy of continuous education. Such instructors should be admitted to a teacher's syndicate to enjoy the economic and social status they deserve.

### *Programmes for the Preparation and Training of Supervisors*

Since supervisors are selected from among those who have had experience in educational work in general and literacy in particular, they require training programmes which aim at acquainting them with literacy plans, in addition to literacy curricula, textbooks, educational materials and legislation. They also aim at training supervisors in designing and applying evaluation tools and making use of evaluation findings in developing their work. They should also be trained in the application of scientific and practical principles of training instructors.

These programmes are conducted by specialists and senior administrative leaders in literacy.

### *Programmes for the Preparation and Training of Specialists*

Specilaists need to develop their knowledge, and require training within an integrated team. They also need to be acquainted with new Arab and world experiences and may be sent for training missions at the Regional Centre for Functional Literacy in Rural Areas for the Arab States (ASFEC), as well as ARLO. Use could also be made of Unesco fellowships offered to the member states, in addition to visiting other countries to be introduced to their efforts in their fields of specialization and exchange experiences with their colleagues in other countries.

### *Programmes for the Preparation and Training of Administrators*

Senior administrative staff are in need of training programmes to get acquainted with new techniques of educational administration and new trends in literacy and adult education. As for the supportive administrative staff, it is sufficient to organize a short training course for them with objectives and features of the literacy plan as well as literacy organizations and support. The programme should also aim at training them in how to communicate with adults and how to gain their confidence and respect, as well as in methods of conducting their work, in addition to training them in their work skills.

### *Training Methods*

Training methods vary to a large extent, including the traditional methods based on lecturing and seminars, discussions, report and research writing, in addition to practical training in teaching.

There are also other new methods that can profitably be followed, e.g., visits of educational supervisors to give crash training to literacy instructors in a given area through discussion. Use can also be made in the course of training of leaflets and guides which are to be distributed among literacy workers.

It is desirable that pamphlets and guides should be prepared in the light of results of evaluation of literacy workers' performance and of the plan through feed-back. Bibliographies on literacy and adult education could be prepared and reference works could be made available in libraries in all governorates. Radio, T.V., and the press can be used in the dissemination of information and experiences among instructors through programmes specially designed for them. One of the modern techniques of training, particularly among literacy instructors in remote areas, is the cassette recording of model lessons with instructions addressed to instructors.

Among new training methods is that of the"workshop" based on discussion and preparation of working papers. The programmes of such workshops should aim at the positive participation of trainees in all activities. The workshop would normally end with a session for a review and evaluation of the work achieved.

Participants could be divided into working groups according to the topic and problems discussed. Although this approach has its advantage in that all members participate in all activities,enlisting assistance from specialists, some argue that these workshops are predominantly theoretical as they are mainly concerned with the discussion of working papers and researches with little practical work and field study.*

One of the most significant training techniques is the field operational seminar based on providing cadres with practical and field training in which all participants take part in all activities through various stages of the seminar. The first stage of an operational seminar is the study of the environment, aiming at identifying its characteristics and developmental aspirations and problems impeding economic and social development.

In the light of this study, trainees shift to another stage concerned with planning the educational programme for illiterates, defining its objectives, preparing necessary curricula, educational materials and aids, in addition to laying down the study course, publicity campaign, selecting and training instructors. During the last stage, the implementation stage, trainees carry out and evaluate the educational programme through the opening of literacy classes and centres and actual teaching. Evaluation tools are constructed and used. The work is developed in the light of the findings of evaluation.

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* *Unesco, "The Training of Functional Literacy Personnel, A Practical Guide" ; A method of training for development", Paris, 1973, p. 45.*

This method has been applied twice in Iraq with the help of ASFEC. In his paper submitted to the 2nd field operational seminar for functional literacy and continuous education (Abu Ghraib, 1975) the writer gave details of the stages of work in this type of seminar.

One of the prominent characteristics of these field operational seminars is that it calls for involvement of all participants in all stages of literacy work, as this helps to create a team spirit among all those engaged. This ensures the linking of literacy programmes to development plans, relating these programmes to the realities of local communities and the actual needs of adults.

## *Organizing the Training Process*

Due to the various types of literacy workers and their differing training requisites, as already mentioned, it is necessary to set up a central training organization comprising a group of specialists capable of designing programmes based on educational needs of each type of worker, in the light of study of their qualifications and previous experiences. The organization also classifies workers in groups and prepares programmes which aim at providing literacy workers with up-to-date methods.

Furthermore, the organization would study the evaluation reports related to the implementation of literacy and training plans so as to formulate adequate programmes.

Another task is to define financial and technical resources required to achieve the training objectives. It is desirable that decentralized branches in governorates be affiliated to the central body to carry out short term training programmes to develop the views of workers in the various governorates and in their respective localities. Abu Ghraib Institute could be developed in such as way to be linked with the Faculty of Education in Baghdad University and to co-operate with the General Directorate of Training at the Ministry of Education. In this way, Abu Ghraib Institute could become the central body engaged in literacy and adult education in the context of life-long education.

## *Conclusion*

From what has been mentioned, it might seem that the preparation and training of literacy cadres necessitates the exertion of great efforts and the allocation of large funds and that use could be made of short programmes. Yet it should be affirmed that the success of literacy plans mainly depends on the efforts made by workers engaged in the programmes. Furthermore, the preparation of training programmes enable us to make best use of potentialites and capacities of these workers.

Finally, it is necessary to emphasize the importance of linking these efforts to a long-term plan for adult education and non-formal education, so as to enable literacy cadres to shift to other spheres of adult education. In this way we could eliminate illiteracy, guard against relapse into illiteracy and create a literate society.

Ministry of Education
Directorate-General of Educational Planning
Planning Division'

# CURRICULA AND TEXTBOOKS FOR THE NATIONAL CAMPAIGN IN IRAQ

by

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## INTRODUCTION

Illiteracy is a constraint to the freedom of thought of the individual. This impedes the development of his knowledge and skills. It deprives him of the use of his intelligence for his own good, for the benefit of his country and of humanity at large. Combating illiteracy brings liberation from the shackles of ignorance, thus eliminating wastage and loss of human energy.

Bringing literacy to an illiterate means not only teaching him the rudiments of reading, writing and arithmetic; it has a more functional role. The new concept of literacy seeks to equip learners with the necessary abilities, knowledge and skills to help them to increase productivity, raise their standard of living, perform their social role within the family circle, play an active part in the community environment, in addition to helping in the cultural, economic and social development of the country.

Functional literacy is directly concerned with raising the level of productivity of agricultural and industrial workers, as well as others of both sexes, so that they become more capable of participating in production processes, meeting the needs of overall development, participating with awareness and enlightenment in political and social activities, and thus become better parents, enlightened consumers and good citizens. An illiterate person is, therefore, defined as "a person who has not learned how to learn" in all spheres of life for there is political, economic, technological and social illiteracy.

The concept of functional literacy was developed as a decisive answer to the failure of traditional literacy. Due to a lack of motivation to learn, only a limited number of illiterates enrolled in traditional literacy classes. And many of those who did enrol, quickly lost interest and discontinued attending classes. To this lack of motivation must be added the fact that traditional literacy programmes have been, and still are, addressed to all the population groups without distinction between industrial workers, farm labourers, hosptial staff or housewives.

In most cases, only a few learners have benefited from such unified courses which have had little or no impact on the improvement of personal conditions. Another reason for the failure of traditional literacy is that the programme content was also unified. Material which might be suitable for one particular industry was of little use in another industry. The materials used in traditional literacy have not been diversified enough to meet the differing needs, motives and interests of learners. Literacy textbooks have been used in a purely routine manner without regard to the different levels of learners with the result that large numbers of new literates have no interest to read and even those who have the desire to read have not found suitable materials to read and eventually relapse to illiteracy.

## *DEVELOPING CURRICULA AND TEXTBOOKS*

This report deals with the main principles that should be followed in the construction of literacy curricula, the features characterizing such curricula, the qualities of literacy instructors and the principles to be followed in the preparation of literacy textbooks.

Curricula are currently given increasing study because of the evolution of the concept of literacy and the shift from traditional literacy, confined to the acquisition of basic skills in the three R's, to functional literacy which is designed to equip learners with the necessary skills and experiences to help them improve their lot, contribute to the building of their communities on sound bases, participate with awareness in society and seek to increase production.

With the emergence of this new concept of literacy, there has been a change in the concept of curricula. A literacy curriculum is no longer conceived of as the syllabuses which a learner should master. Rather, it is the body of organized and purposeful experiences which a learner should acquire and for which the agents responsible for education create the favourable conditions aimed at the development of the individual's mental, psychological and physical abilities conducive to a better living. These experiences include the intellectual and non-intellectual knowledge and skills, behaviour and various attitudes which a learner should develop.

In the light of this new concept of literacy and at the time when curricula - an important element in the campaign in Iraq - are being revised, it is essential that we find answers to the following questions:

1. Why do we construct a curriculum? What are the objectives we seek to achieve?
2. What would be the content of this curriculum? What content will achieve our objectives?
3. How is the curriculum content to be organized? How is it to be presented to learners i.e. the methods of application? How can this curriculum be evaluated in order to find out to what extent it achieves the objectives?

To answer the first question, it should be stated that the objectives of the literacy campaign and the curricula required should be drawn from the philosophy of the state and society, from its values, its needs and the realities of its organizations. The literacy campaign in Iraq is evidence of the state faith in the importance of knowledge and the importance of the educated and enlightened citizen whose standard should be raised and whose efficiency should be increased, so that his contribution to the implementation of economic development plans, as well as other plans, for the development of society may be more effective.

In addition to the general objectives, there would be special objectives which would help determine the curriculum content. These special objectives have been determined by the functional level of literacy adopted by the campaign. This level comprises the ability of the individual:

a - To read, with fluency and comprehension, a paragraph from a publication or a manuscript, b - To express an idea in clear writing, free from spelling mistakes,

c - To read and write numbers and carry out the four arithmetic operations needed in everday life,

d - To be aware of his rights and duties so that he can develop his own self, his occupation and his community.

In addition to these behavioural objectives, the literacy campaign aims at ensuring that new literates continue to learn and guard against relapse to illiteracy.

These objectives are derived from the importance given to those skills, experiences and attitudes that are directly related to society needs in general and the individual's everyday life in particular. They give us various indices that help determine the curriculum content and constitute a basis on which the curriculum is constructed.

In addition to being based on the state philosophy and its needs, these objectives should also be formed on another basis, namely the identification of the nature of learners for whom the curriculum, with its objectives and content, is constructed. What type of learner do we have? What are his characteristics, abilities, needs and interests?

## *TYPES OF ILLITERATES*

Illiterates to be covered by the overall national literacy campaign in Iraq differ in many aspects, particularly as regards age, sex and socio-economic background.

### *AGE*

As far as age is concerned, the literacy law stipulates that literacy teaching should be provided to all illiterates between 15 and 45 years of age. This extensive time range in the ages of learners in literacy classes leads to disparity among them as they belong to different stages of growth namely, adolescence, youth and old age. Each of these stages has its own distinct characteristics and needs. An adolescent, for instance, differs in terms of his stage of growth, his degree of maturity and his needs, from a learner who belongs to the youth group, and who, in turn, has his own aspirations, responsibilities and preoccupations that differ from those of an adult.

### MENTAL ATTITUDES

It is worth mentioning here that such disparity in respect to age is accompanied by disparity in mental attitudes and social maturity, coupled with differing personal aims, responsiblities and problems at work and in the family. This is one of the reasons why learners drop out of literacy classes. This has been confirmed by the findings of a field research carried out during the 34th course on functional literacy for educational supervisors and assistant-directors of education held in 1975, as it revealed that the lack of homogeneity among learners and disparities in age and intelligence were among the causes for the drop-out phenomenon.

### PSYCHOLOGICAL FACTORS

Undoubtedly, disparity in the age of learners is accompanied by psychological factors which have their impact on learners, particularly adult learners. For the majority of adult illiterates are parents who have prestige in their families and in all places they frequent. Each takes pride in the knowledge and experiences he has, giving him confidence in himself. There is no harm in being illiterate, for this is taken for granted, since illiteracy is not regarded as a shameful stigma that affects self-respect. Adult illiterates are contented with this state of affairs and when they enrol in literacy classes, they feel inferior, particularly when they sit next to younger learners whose ages are similar to those of their children and grand children. This situation is contrary to human nature and the individual's need to enjoy success, self-respect and the sense of belonging to a group. To assist individuals develop and reinforce their identity is a social responsibility and this should constitute an important component of the literacy curriculum designed for adult and younger learners alike.

In addition to disparity in the ages of learners, there is also another disparity which should be given due consideration in the construction of curricula, namely disparity in sex. The motives, aspirations and needs of women learners differ from those of male learners in respect to quality and level. Being a responsible housewife (and in some cases a worker or employee) a woman has certain needs and aspirations which differ from those of the other sex. It is, therefore, necessary that literacy curriculum should be diversified and should suit the needs of both sexes.

## ECONOMIC AND SOCIAL BACKGROUNDS

In addition to the differences among learners in terms of age and sex, there is also disparity in their economic and social background which has an impact on the learners' aptitudes, abilities and aspirations, if illiteracy is not confined to a specific group of the population. Rather, illiterates come from different social and economic backgrounds, differing in their numbers, ages and the causes of their failure to enrol in schools.

Family economic conditions have their impact on the spread of illiteracy among the various groups of population. Illiteracy is more wide-spread among children belonging to low-income families than among groups with high or moderate incomes. A new phenomenon has emerged in Iraq, though not yet supported by studies, namely, the increasing demand in recent years for workers, whether skilled, semi-skilled or unskilled, to be engaged in the execution of many economic plans with the result that children from low-income familes joined the labour market instead of enrolling in primary schools, thus adding to the mass of illiterates. This calls for the construction of special curriculum to cope with this group. Literacy instruction and the activities involved in this case should be carried out in places of work, i.e., in factories, hospitals and on farms, where the number of illiterates justify the opening of functional literacy classes.

There is also the difference in the social backgrounds of illiteraces leading to differences in behavioural patterns, values, interests and aspirations of the different groups. Sociological studies have revealed that the language and vocabularies used differ, according to the different socio-economic backgrounds of individuals.

These factors should, therefore, be taken into consideration in the construction of curricula and in the preparation of textbooks since this has its impact on the response of learners to the curriculum content, motivating them to continue learning.

## *IMPORTANT CONSIDERATIONS IN PLANNING*

Construction of literacy curricula and the planning of relevant activities should not only be based on the definition of objectives and the identification of the nature and characteristics of learners. Concepts and experiences derived from modern disciplines, e.g., psychology, educational psychology, sociology and anthropology in respect to the nature of the learning process, the transmission of information etc. are important considerations in curriculum planning and construction. Such concepts and experiences serve as a guide in the selection of vocabularies and in determining the best methods of teaching illiterates. The knowledge of modern theories of learning also help in determining the various subjects to be taught, and in the selection of relevant activities and teaching methods.

The views of educationists and particularly those engaged in literacy teaching should also guide in the planning and construction of literacy curricula, as well as in determining methods of teaching and the selection of topics to be dealt with in the textbooks. Those engaged in literacy teaching, due to their direct contacts with learners, can pinpoint obstacles and constraints encountered by learners and can, therefore, provide indices that could help overcome such difficulties, modify curricula or suggest alternatives.

## *CONTENT OF CURRICULA*

To turn to the second question concerning curriculum content: What sort of content should a literacy curriculum have? In our opinion, the literacy curriculum should be of two types. The first should be of a general nature and should be addressed to all learners for the achievement of the common objectives. Here the emphasis is based on the teaching of basic skills in reading, writing and arithmetic as well as "cultural awareness" in political, social and economic affairs. Learners should be made aware of the various issues concerning their country, as well as those concerning the Arab homeland in general.

This general curriculum should also take into account the religious aspect and should seek to reinforce ethical principles derived from human values, attitudes and concepts observed in Arab society. Moreover, this general "cultural" curriculum should also arouse the learners' awareness of the importance of utilizing leisure in a manner that is profitable to both the individual and his community. Learners should be encouraged to carry out leisure time activities that have material and moral returns for both their own benefit and the benefit of their community.

In addition to the general curricula, there should also be specialized curricula for the different categories of learners, namely, farmers, industrial workers, service staff in various establishments, housewives, etc. For this purpose, illiterates should be classified according to their occupation into homogeneous groups and the needs and interests of each group should be carefully studied, so that the relevant curricula will be in harmony with these needs and interests and thus be more effective.

To support the literacy content, learning experiences to be acquired by learners should be carefully selected in the light of certain principles. Reference is here made to the general principles laid down by Ralph Tyler in his well-known book "Basic principles of curriculum development and instruction". These are summarized in the following:

### *First Principle*

In order to achieve a given objective, learners should be provided with the experiences that give them the opportunity to practise the type of behaviour implied in the said objectives. For example, if the objective is to develop the learner's desire to read a variety of books this can only be achieved through providing the learner with the opportunity to read such books.

### *Second Principle*

The learning experience to be acquired should be selected in such a way so that they develop a feeling of satisfaction when the learners practise the behaviour implied in a given objective. In other words, if our aim is to develop the habit of reading a variety of printed material, the learner should not only practise reading; reading should be a source of satisfaction. Learning experiences would be effective only if they appeal to learners, and the desired learning would not be achieved unless these experiences were in harmony with the learners' interests and satisfied their needs.

### *Third Principle*

The desired responses to learning experiences should be commensurate with the learners' levels and aptitudes, and this necessitates that the instructor should be well acquainted with the learners' level of achievement, their previous experiences and their mental aptitudes.

*Fourth Principle*

Several learning experiences could be utilized in achieving the same objectives. This necessitates that the instructor should have the creative abilities to enable him to plan for innovative experiences to serve a given objective.

*Fifth Principle*

A single learning experience may lead to the achievement of more than one objective. Learning experiences should, therefore, be carefully planned in order that they may serve in the achievement of several objectives - thus saving time, effort and money.

As to the third question, the organization of curriculum content, it should be stated that the learning experiences should be organized in such a way so as to ensure the best means to the achievement of objectives. The organization of learning experiences is a fundamental process in curriculum construction and development and certain criteria should be observed in this process. These criteria, according to Ralph Tyler and Hilda Taba, include the following:

1. Continuity, i.e., the vertical repetition of the main elements of the curriculum. For instance, if our aim is to develop certain health habits among learners, they should be repeatedly provided with continuous opportunities to practise these habits until they are deep-rooted.
2. Sequence - A learning experience should be based on a previous one and should, at the same time, lead to a wider and more intensive experience.
3. Integration, representing the horizontal relation between the learning experiences included in the curriculum. This means that the experiences, skills and values acquired by the learner should not be treated in isolation, only to serve one particular area. Rather, learners should realize that such

experiences, skills and values are inter-related and applicable to the various situations of everyday life.

In addition to the above-mentioned criteria, there are also other principles developed by educational psychologists and which serve as guidelines in curriculum construction, e.g., the shift from the easy to the more difficult, from the concrete to the more abstract, from matters related to the immediate environment to the wider environment.

As to the ways of presenting subjects to learners, these relate to teaching methods and techniques, and educational aids used by instructors to support the teaching process. These will be discussed in detail in the section devoted to literacy instructors below.

In evaluating the objectives achieved in the administration of the curriculum, the basic principles of evaluation should be followed in the process, emphasizing continuity, comprehensiveness and follow-up. Feed-back is an important element since it leads to the introduction of amendments or modifications in the light of the findings of the continued evaluation operations. Also to be observed are the criteria of reliability and objectivity of data and their practical analysis.

## *CHARACTERISTICS OF CURRICULA*

On the basis of the answers given to the above-mentioned questions, the general characteristics of literacy curricula can be summarized in the following:

1. It should embrace the philosophy of the state and society and should reflect the national trend and aspirations. In this way, it can be regarded as the practical application of this philosophy, its objectives, concept, values and trends.
2. The component of the curriculum should be drawn from the learners' environment. Illiterate farm labourers, industrial workers in governmental and non-governmental establishments and housewives live in different environments with differing interests and needs and this

necessitates that subjects discussed with these different groups should be in harmony with what is happening in their different environments.

3. The curriculum should take into account the different stages of the learners' growth and the characteristics of the different age groups. The age range 15-45 years covers three different stages of growth. The curriculum content and activities should, therefore, cater to the needs and aspirations of the different age groups and this calls for the diversification of activities included in the curriculum.
4. The curriculum content should be suited to the learners' aptitudes and experiences. Adult learners have more experiences and wider comprehension than younger learners. It is, therefore, essential that the subject matter and topics covered by the curriculum should be commensurate with such experiences.
5. The curriculum should also take into account the learners' motives and interests in general. For learners show interest in certain topics and activities other than those related to occupation, economic, health matters, e.g., sports, artistic and religious interests that have a lasting impact after the attainment of the functional literacy level.
6. The curriculum content should be diversified enough to meet the needs of different groups in a given occupation. Industrial workers, for example, comprise different groups, each having its own occupational needs and using its own specialized terms. A mechanic uses terms that are different from those used by an electrician and so is the case with spinning and weaving workers, etc. The interests of each group differ according to the type of work. Topics presented, terms used, and examples given in the content should, therefore, suit the interests of each group and answer its needs.
7. The curriculum should be functional and should lead to positive immediate returns improving the economic, health, social, psychological and other aspects of the learners' lives and this in turn would be beneficial to society.
8. The curriculum should be flexible enough to enable

the literacy instructor to enlighten and arouse the awareness of learners in topics of the hour, e.g., political, health, social events, etc. Not only would such a curriculum enlighten learners, but it would also motivate them to follow up the trend of events and seek to acquire more knowledge that would raise their intellectual, cultural and occupational standards.

9. The curriculum should be enriched with diversifed activities beyond the limited scope of prescribed textbooks, e.g., reading certain items in newspapers and magazines, listening to certain radio programmes, watching certain TV programmes - all of which arouse the awareness of learners, widen the scope of their thinking, enrich their experiences and increase their knowledge.
10. The curriculum should be designed and administered in such a way as to enable learners to develop the habit of self-learning. This calls for a change in the learners' behaviour. Instead of depending on others, they should develop self-reliance and the ability and skill of self-learning.
11. The curriculum should be designed and administered in such a way so as to develop in learners a willingness and desire to continue learning. Subjects taught should, therefore, be interesting and should lead to positive returns developing the motive for continuous learning after mastering the fundamentals of the three R's.
12. The curriculum should provide for integration with the curriculum of primary education. The abilities of learners should be developed in order to master the basic skills of reading, writing and arithmetic so that they could shift to the fourth grade of primary school - the level that is considered acceptable in functional literacy.
13. The curriculum should provide for the evaluation of its various aspects, namely, the evaluation of learners' achievement, of syllabuses and textbooks and the various activities carried out, as well as the evaluation of instructors' performances, in order that the

curriculum development process may be a continuous process.

Now that the principles and criteria for the construction of literacy curricula have been discussed, we turn to the criteria to be observed in the selection of literacy instructors. This will be followed by a discussion of the principles to be followed in the preparation of literacy textbooks.

## *LITERACY INSTRUCTORS*

It is needless to emphasize the important role played by the teacher in the educational process, as an important element that leads and directs the process through interaction with learners. What should be emphasized in this context is that a literacy instructor should possess certain qualities which help him perform his particular task. The use of modern teaching tools and the provision of material resources to enrich the educational process would be to no avail unless the literacy instructor is characterized by certain specifications and qualities which enable him perform his task as perfectly as possible and thus contribute to the success of the literacy campaign.

A literacy instructor should, therefore, meet the following requirements:

1. According to the concept of functional literacy, he is required to raise the standard of the learners' occupation efficiency, equipping them with the skills of communication and developing their social behaviour. He should be highly skilled in the occupation of his learners, well acquainted with its technical and scientific bases, capable of training the learners, aware of the problems they encounter and capable of guiding them to reach solutions to those problems. He should also master methods of teaching the three R's.
2. Should be recruited from among trainers, agricultural extension workers, foremen and educated farmers,

provided they receive adequate training in the teaching of communication skills. School teachers could also be recruited provided they are equipped with the necessary technical skills in the occupations of the learners they teach.

3. Should be well acquainted with the basic teaching method he would adopt in functional literacy. If the instructor is a vocational trainer, an agricultural extension worker or a factory worker, he should start with the discussion of the subject with the learners. This should be followed by explanation, demonstration or practical training and on the basis of this, the instructor would introduce the new words and sentences to be taught as well as the rudiments of arithmetic or geometry. In this way, both instructors and learners co-operate in a give and take process.
4. Should be well acquainted with the diversified methods and techniques of functional literacy teaching, e.g., discussion, demonstration, practical training in methods used in modernized agriculture, pest control, etc. Such diversification of methods and techniques is an important element for the success of the instructor since learners would become more interested in learning if they find something new each time they attend the literacy class. Much depends on continuous innovation on the part of the instructor who should not confine himself to one routine method.
5. Should have sufficient knowledge of the process of teaching adults since learners in literacy classes are totally different from regular pupils in formal educational institutions. Adult learners require an instructor who knows the methods to be followed in teaching adults whose motive, needs, problems, experiences, etc. differ from those of school children and students as a result of experiences they have acquired in life. This necessitates that the instructor should be familiar with the interests and motives of learners according to the groups to which they belong. An instructor in a factory should know

the motives, interests and needs of the learners who are mainly workers in the factory. Likewise, an instructor on a farm should familiarize himself with the interests and needs of farm labourers attending functional literacy courses.

6. Should be willing and ready to establish good human relations with the learners so that he can win their confidence. In this way, learners would be keen on attending courses and continuing their studies since the learning atmosphere is characterized by friendliness, acceptance and healthy human relations.

7. Should be fully aware of the objectives of the literacy campaign and the impact of its success on accelerating production for the achievement of overall development. The efforts which literacy instructors exert in the campaign should be considered a major national service that contributes to the realization of the country's revolutionary objectives.

8. Should be aware of the importance of self-independence of adult learners and their need to acquire the skill of self-learning which would help them continue their education without supervision or guidance on the part of the instructor.

9. Should know about "follow-up materials". Such materials are presented with clarity, are interesting and graded enough to exploit the adult learner's perseverance and his ability to shoulder responsibility and develop in him the desire to acquire knowledge that is necessary for the solution of his problems and for his education in general. The purpose of follow-up materials is to develop the attitudes and skills of self-learning in a process of life-long education.

## TEXTBOOKS

It is generally agreed that textbooks, as a printed aid to the instructor, although they may cover all educational situations which might arise in the process of teaching, are not sufficient to meet the learners' needs or designed to help develop their abilities. The basic criteria that should be followed in the selection and preparation of literacy textbooks is summarized as follows:

1. The importance of a textbook is that it should have a functional value to help learners understand problems expected to be faced when functional literacy is linked to work and production.
2. The suitability of the material presented to the learners to meet his needs, i.e., the diversification of the content rather than the presentation of unified materials to all learners.
3. The suitability of the textbooks used to the reading levels and interests of learning groups.
4. Supporting the textbook with other materials, e.g., posters, leaflets, charts, etc.
5. The extent of accuracy of textbooks in presenting facts related to the occupation of learners and their correct and simplified interpretation and explanation in the light of scientific changes that are taking place.
6. The extent of economy in the use of textbooks suited in terms of quality and quantity to the requisites of the campaign designed to eliminate illiteracy throughout the country.

The foregoing criteria are discussed below in more detail:

1. The first criterion is that the textbook should have a functional value so that learners should acquire and develop the knowledge, attitudes, habits and practical skills that help them improve their productivity and solve problems encountered at work and in everyday life. The skills of reading and writing would be functional when used in guiding the learner in his work, in raising the standard of his productivity and in improving the conditions of his family and social life. Functionality here may be taken to mean the economic returns accrued by society or the individual in terms of increase in wages.
2. What is meant by the suitability of the materials presented to the learners to meet their needs is that

the content should not be the same for all learners who have different needs and attitudes and who work in various occupations. An illiterate would be keen on attending functional literacy classes only if the material presented in the textbooks met his needs. The content should, therefore, be diversified since the material suitable for farm labourers differs from what is presented to service staff in hospitals, workers in the electricity or transport department. In other words, the content should be based on the type of work including related skills and knowledge. Vocational training thus becomes part of the course programme supporting the content of the textbooks used. Topics dealing with work in the factory, social services offered, industrial safety etc. would, therefore, constitute the content of textbooks, and through this content the communication skills are acquired.

3. The textbooks used should suit the levels attained by groups of learners in reading as well as their interests as this would constitute a stronger motive for learning. Material would be prepared for beginners, for new literates and eventual follow-up. This necessitates that specialists in charge of the preparation of educational materials should be well acquainted with the interests of the different groups of learners, the level of their technical skills, their needs, the problems encountered at work, their educational standards and their motives for learning.
4. Textbooks used in functional literacy courses should be supported by other diversified materials in order that learners may pursue these courses with interest and seriousness. In addition to textbooks used, posters, charts and filmstrips should be available. Such materials should vary according to the subjects taught, the stages reached by learners and needs of different groups. Certain leaflets and charts should be distributed to serve as a motive for learning. It should be stated here that the books and other aids and materials used should be diversified, since the learners' different occupations, environment and problems call for such diversification of materials. Different books and other educational materials should

be prepared for different groups of learners, e.g., farm labourers, electricians, mechanics, factory workers, etc. The more suited these materials are to the needs of learners, the stronger becomes the motive to continue learning and thus guarantee the success of the literacy campaign.

5. Textbooks used should follow the most up-to-date developments in the various occupational fields covered. Scientific facts should be accurately presented, in a simplified manner, in accordance with scientific and technological developments and the use of modern machines used by learners. What they read in the textbooks should be in harmony with the machines, equipment and tools they use.
6. The requirements of a modern age call for commitment to the principle of economizing expenditure on the printing of literacy textbooks and educational materials. They should be made available in sufficient quantities. As to the quality of content, it should be commensurate with the learners' levels, focusing on the fundamental skills to be acquired by learners through reading. These should be supported by other skills, knowledge and attitudes presented in other educational materials and aids as referred to above.

In the light of the foregoing, textbooks currently used in literacy centres should be revised and new ones produced. This requires that the following measures should be taken:

1. Specialized technical committees should be set up for the revision of existing textbooks and their modification in the light of the requirements of the age, of the campaign and the learners' needs. Due consideration should be given to the findings of studies on the effectiveness of textbooks used.
2. New textbooks should be prepared to answer the needs of various groups of learners. Specifications should be laid down for each book in accordance with scientific progress achieved in each occupational sphere. In addition, there should be books of a general nature addressed to all learners and dealing with certain cultural, political and social topics.

3. Several books dealing with one specific area should be published. In the industrial field, for instance, it may suffice to have one general book covering certain topics common to all industrial workers. However, it is not advisable to have one book addressed to all learners whose occupations, abilities, levels and interests vary widely.
4. Specialized committees should be set up to revise manuscripts of new books in order to ensure that they are free from repetition and that the topics presented are related to the various aspects of life.
5. Technical committees set up for the preparation of books should include specialists in educational materials and aids so that the books are attractively produced. These specialists should also make sure that illustrations are accurate and free from scientific mistakes.
6. Measures should be taken to prepare teachers' guides and manuals to help them in the teaching process.

Ministry of Education
General-Directorate of Educational Planning
Planning Division

# IRAQ: REPORT ON
# LITERACY CURRICULA AND TEXTBOOKS

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## *REPORT ON THE WORK OF THE COMMITTEE*

Pursuant to the Ministerial Decree No. 4470 dated 21 January 1976, the Committee on Literacy Curricula and Textbooks in Iraq, held several meetings for the study and discussion of the topics falling within its field of competence according to a plan of work drawn up by the Committee. The findings and conclusions of the Committee are presented in the following:

### *Present Status of Literacy Textbooks*

I. Literacy work in Iraq is undertaken by the following major bodies:

   1. General Secretariat for Literacy in the Ministry of Education.
   2. The Workers' Education Institution.
   3. The Association of Farmers' Societies and the Ministry of Agriculture and Agrarian Reform (Directorate General of Agricultural Extension).

II. Accordingly, the authorship of literacy textbooks has followed three directions, each adopting its own method while observing the principle of diversification.

   1. *Ministry of Education.*
      The Secretariat of Literacy has published the following books:
      a. For basic stage: Workers' Textbook, Farmers' Textbook, Armed Forces Textbooks and a Textbook for Housewives (at press).
      b. For the compulsory stage: a reading book.

   2. *Workers' Education Institution:*
      Workers' Reader Part I; Workers' Reader Part II; (Work Book).

   3. *Association of Farmers' Societies:*
      Farmer's Book prepared by the Workers' Education Institution.

All the above-mentioned books are based on the Synthetic methods.

In the teaching of arithmetic, the textbook prescribed by the Ministry of Education is used.

As to follow-up materials, the Ministry of Education publishes "Al-Saqiah" bulletin which is a poor publication lacking in education values.

The Workers' Education Institution issues a series of follow-up booklets. However, all these efforts are not based on agreed principles.

### *Plan of Work*

In the light of the foregoing realities, and in order to meet the needs of the national literacy campaign, the Committee drew up a plan of work whereby the following questions were discussed:

1. Bodies engaged in the preparation and publication of literacy materials.
2. The general plan followed in respect to:
    a. the diversification of books, and
    b. their integration.
3. Evaluation of literacy textbooks currently used.
4. The preparation of a teacher's manual.
5. Literacy textbooks for the national campaign.
6. Literacy curricula.
7. Arithmetic books.

### *1. Bodies engaged in the production and publication of literacy materials*

After discussing this topic, the Committee recommended that the preparation and publication of literacy books should be entrusted to the Division of Curricula and Textbooks of the organization responsible for the national literacy campaign. The purpose is that the literacy campaign necessitates that all efforts should be combined so as to ensure a unity of culture and thought among learners as well as economy in expenditure.

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## 2. *General plan followed in literacy textbooks*

### a. *Diversification of books*

The Committee approved the principle of diversification of books used in the basic stage (Workers' book, Farmers' book, etc.) for the following reasons:

1. Diversification serves the purpose of functional education and contributes to the development of the learner's occupational skills. It also facilitates the linkage of his occupational knowledge to the social, political and economic development of the country.
2. Diversification also helps in simplifying the process of teaching illiterates who learn commonly used vocabulary derived from everyday life. As to the complementary stage, the Committee agreed that there should be one unified book for all categories of learners on the grounds that there is need, at this stage, to provide the minimum basis of common general knowledge to all sectors.

### b. *Integration of literacy books*

The Committee recommends that there should be a clearly defined plan for the preparation of follow-up books for the third stage of literacy teaching. Follow-up material can be provided through two means:

- i. Small-size specialized booklets (each not exceeding two signatures = 32 pages).
- ii. Use of television in the follow-up process.

Follow-up materials should:

- i. seek to develop an agreed body of attitudes, and
- ii. ensure an escalated growth of the basic literacy skills.

## 3. *Evaluation of existing literacy books*

Books currently used in literacy teaching have not been evaluated and since the Committee's time was not sufficient enough to allow an evaluation study of these books, it is recommended that such an evaluation should be undertaken as soon as possible in order to:

a. identify the main trend of these books and the extent of their response to the needs of the national literacy campaign.
b. determine accurately the time required for literacy teaching on the grounds that the textbook is a basic element in determining the period needed.

### 4. *Teacher's handbook*

The Committee was of the opinion that the provision of a handbook for use by the teacher would lead to his depending on it, thus limiting his initiative in coping with problems that might arise during the teaching process. It was, therefore, agreed to that footnotes addressed to the teacher be included in the textbooks instead of preparing a teacher's handbook.

### 5. *Literacy textbooks for the national campaign*

A. The primary purpose of literacy textbooks used in the national literacy campaign is to provide learners with the abilities and skills to help them participate in reading and writing activities in their community. These skills should help new literates to increase their knowledge and solve problems encountered in their work, among their families and in their communities. In addition, they could aid self-learning and thus contribute to the building of a socialist society.

The level to be achieved in reading should enable learners to read with fluency and comprehension, a passage comprising several paragraphs dealing with an intellectual, social or scientific subject. They should be able to grasp the main ideas contained in the passage and make use of them in their daily lives. In writing, learners should attain the level that enables them to write clearly and without spelling mistakes a few lines expressing one of their daily needs or an idea they have in mind.

B. Rapid changes occurring in a modern age and the need to mobilize Arab peoples to achieve the aims of the Arab revolution, as well as the aspirations of the mid-1968 Revolution in Iraq, necessitate that a wider concept of reading and writing be adopted in literacy teaching. Reading should be considered an integrated activity, whereby the reader has access to printed material from which he can derive ideas and information that help him solve problems and meet his needs. The function of a textbook is, therefore, to equip learners with the skills of recognition and comprehension in reading printed materials to acquire useful ideas and experiences, in addition to the ability to express everyday needs in clear writing.

In order that a textbook can perform its function, it should be supported by other aids, e.g., word cards, posters, illustrations, etc.

C. The teaching of reading and writing comprises three stages:

- the stage of acquisition of basic skills,
- the stage of fluency or rapid growth,
- the stage of expansion.

In addition to the foregoing, there is also the stage of maturity in reading which is the responsibility of follow-up materials, and other reading materials available in society, e.g., newspapers, magazines, pamphlets, etc.

The term "stages" above does not mean specific periods of study each limited to a certain number of days. Rather, it should be taken to mean the educational stages through which learners pass in the literacy programmes.

Literacy textbooks should meet the requisities of these stages, whether these books are in one or several parts. It is necessary that the period of learning devoted to textbooks should be reduced and this can be achieved through experienced authors who prepare such books.

D. As far as the methods of teaching reading and writing are concerned, these fall into two main groups:

- the global or analytical methods including the teaching of words, sentences and passages, and
- the eclectic methods, including the phonetic and syllable methods.

Specialists in the teaching of reading and writing have come to the conclusion that there is no one ideal method, and that each method has its advantages and drawbacks. The eoelctic method enables learners to master the alphabet, using it in the recognition and construction of new words. However, it has the disadvantage of reading from memory and the difficulty in recognizing new words. A new trend in the teaching of reading and writing has emerged in the Arab countries, as in the case of most countries of the world, namely a compromise between the global and eclectic methods, i.e., the Synthetic method starting with the teaching of words and sentences and shifting to the teaching of syllables and characters. The skills thus acquired are used in the recognition and construction of new words.

The synthetic method follows a variety of approaches. According to one of these approaches, the words are introduced either separately or in sentences, and are immediately analyzed down to the letters of which they are formed. Several words are introduced until all the alphabet is covered. Another approach, following the same pattern, is based on the introduction of syllables instead of letters, followed by the recognition of letters as a last step. Still another approach starts with the presentation of words which are not analyzed until the learner has learnt a sufficient number of words to allow comparison and recognize syllables and letters through analysis. A fourth approach delays the analysis process, yet preparing the learner for it from the very start, through training them in the recognition of the phonetic sounds of letters at the beginning, in the middle and at the end of words. This prepares them for the following stage, namely the association between the sound of the letter and its form.

All the foregoing approaches are followed in the preparation of primers for the teaching of reading and writing to adults. The approaches followed by authors differ according to their field of experience and there is need for practical experimentation to determine the most suitable approach to be adopted in the preparation of reading books.

Whatever the approach or method adopted by the author of literacy books may be, it is necessary that the skills of recognition should be introduced gradually and systematically so that the learner may eventually master these skills and thus be able to recognize all the letters of the alphabet in their different forms, and the characteristics of Arab calligraphy. He would also be able to recognize and form new words and to extract the ideas contained in the topics presented in the book. However, experience in literacy work in Iraq has revealed that the synthetic method is, in practise, difficult to follow in literacy classes because:

- literacy instructors, even professionally qualified ones, find it difficult to apply,
- this method is different from the method of teaching in primary schools and, therefore, breaks the relation between literacy teaching and primary school education,
- this method is not familiar to literates, whereas the eclectic method is known to the majority of literates in Iraq.

E. As to the plan for the teaching of reading and writing in literacy primers, the following steps are recommended:

### *TEACHING OF READING*

a. In introducing new words, the following should be taken into consideration:

1. Number of new words introduced in each lesson.
2. Selection of words that are frequently used and known to learners, representing the linguistic characteristics which learners should be trained in.

3. Repetition of new words in terms of the number of times they are repeated in different contexts and in different lessons.

b. *Teaching the alphabet and the characteristics of Arabic calligraphy:*

1. Determining the starting point for the teaching of letters.
2. The number of letters to be introduced in each lesson taking into account graduation and the learners' aptitudes.
3. Introducing the letters of the alphabet in their different forms (at the beginning, in the middle and at the end of the word), taking into account the fact that some letters have only one form, whereas others have two or more forms. There are also letters that are joined to other letters as well as dotted letters. A good author can adopt the appropriate method of introducing the various forms of letters. All these forms should be introduced gradually and in conformity with the learners' abilities.

c. *Teaching the vowel signs (orthographic signs):*

The sounds of letters in the Arabic language differ according to the vowel signs. It is, therefore, necessary that the three vowel signs be taught. There are several ways of teaching these signs:

1. Introducing a letter with its three vowel signs as it appears in words having these signs. This would help in mastering the mechanics of reading and the proper pronunciation of letters. However, this method has its drawback in that it is difficult for learners at the beginning of the learning process for it means that we should cope with three lines instead of one.
2. Introducing the letters of the alphabet, vowelled with one vowel sign, e.g., al-fatha (a) then using al-kasrah (i) and ad-dammah (o).

3. Introducing the letters with long vowels (ā, ī, ō), to be followed by the introduction of vowel signs being short vowels.
4. Postponing the introduction of vowel signs to a later stage on the grounds that an adult learner has the experience to pronounce unvowelled words. The vowel signs could then be introduced in similar words with different pronounciation on the grounds that the function of vowel signs is to eliminate confusion in both pronounciation and meaning. The author should introduce vowel signs according to a carefully thought-out plan that suits the learners' aptitudes and abilities.

d. *Teaching the characteristics of Arabic calligraphy:*

The teaching of reading and writing should familiarize learners with the characteristics of Arabic calligraphy: the three long vowels (al-madd, the sukūn - the shaddah) with the three vowel signs - the definite article "al" with its two forms - the tā' (T) with its two forms - the tanwīn (double vowelling) - the hamza - the maddah (elongated a) - the letters that are pronounced and not written and those written and not pronounced.

These characteristics should be introduced in the book used during the stage devoted to the acquisition of basic skills. These should also be introduced according to a carefully prepared plan in their logical order, i.e., the shaddah should not be introduced before the sukūn or or tanwīn, and so forth.

e. *Recognition and formation of new words*

The teaching of the forms of letters and the characteristics of the Arabic calligraphy is not an end in itself. The purpose is that these skills should be used in the recognition and formation of new words, opening up the opportunity of continuous reading for new literates. It is, therefore, essential that there should be sufficient drill in order that learners practise what they have learned in recognizing new words and in revision lessons.

### *Skills of Comprehension*

It is taken for granted that comprehension is a basic element in reading since reading has no value without comprehension. Due care should, therefore, be given to this aspect in the preparation of lessons and drills. Sentences introduced should be meaningful and the passages should contain sufficient facts and ideas to enable learners to practise comprehension. The material presented in drills should also help in the acquisition of the following skills:

a. comprehension of the meaning of a sentence,
b. comprehension of the ideas contained in the text presented,
c. passing judgement on the ideas presented in the text,
d. drawing the values and ideas to be applied by learners in the solution of their everyday problems.

It should be pointed out that the approach followed by instructors in teaching plays a major role in providing learners with skills of comprehension.

The subject matter and drills contained in the books should, therefore, allow the instructor to use them in discussion and in asking relevant questions.

## *TEACHING OF WRITING*

The teaching of writing is one of the aims of literacy teaching, and is one of the important elements of literacy books. However, there are several issues concerning the teaching of writing to be discussed:

1. When does the teaching of writing start? Some are in favour of starting it with the first lesson simultaneously with the teaching of reading, on the assumption that this satisfies the learners' desire to learn writing. It is also argued that reading helps in acquiring the skills of writing and that writing reinforces what has been learned in reading. Another approach is to

postpone the teaching of writing until learners have learned a number of words which they can visually recognize and are thus able to write them. Learners would then have mastered skills required in writing, e.g., holding the pencil, the right position for writing, etc.

Whatever the approach, the author should draw up a definite plan determining the starting point for the teaching of writing and the steps to be followed. Instructors should motivate learners to write their names and addresses from the start.

*Method*

At the point when the teaching of writing is started, the drills in the book should contain drills in writing, with emphasis on the writing of new words and the different forms of letters. This should be done through copying words, sentences and passages in the book - to be reduced gradually. Dictation, seen and unseen, is then introduced. The teaching method should also provide the opportunity for learners to express their ideas in writing. This again should be gradual and in line with the learners' mastery of the mechanics of writing. A start could be made with the writing of the learner's name, his address and occupation, followed by the completion of sentences. Learners could then be asked to write a simple sentence expressing an idea, a short passage, etc.

*Content*

The content of literacy books constitutes a very important aspect in the national literacy campaign. It should embrace two main elements:

1. To provide new literates with education according to the principles of the Arab Ba'ath Socialist Party, to inculcate the values and intellectual attitudes that help them contribute to the development of society, and to participate with awareness in the building of a socialist edifice.

2. To develop the habit of reading and to equip learners with the body of experience and knowledge that helps increase and improve their production and raise their social, intellectual, cultural and economic standards.

### 6. *Literacy curricula*

Specialized committees should be set up to construct detailed curricula in general culture for adult learners along the following lines:

a. a general curriculum for all categories of learners covering the achievements of the Revolution and basic principles of the Arab Ba'ath Socialist Party.
b. a special curriculum for workers focusing on trade union organizations and issues concerning labour and production.
c. a special curriculum for farm labourers dealing with agricultural and village affairs, particularly agrarian reform, collective farming, agricultural co-operatives, farmers' associations.
d. a special curriculum for housewives dealing with the status of women in the thinking of the Arab Ba'ath Socialist Party, the Iraqi Feminist Association, home economics and family affairs, especially child up-bringing.

The specialized committees would prepare guides containing all information concerning the vocabulary to be used so as to help instructors in their teaching.

### 7. *Mathematics books*

General objectives of the teaching of mathematics to adults:

1. To introduce all basic concepts, facts and skills of arithmetic and geometry needed by learners in their everyday situations.
2. To relate the educational content in literacy

programmes to the learners' experiences and the requisites of social and economic activities in their environment and in the Arab homeland.

3. To change learners' attitudes towards undesirable habits and to develop healthy attitudes and habits.
4. To train learners, through the teaching of mathematics, in methods of sound thinking to help them solve their problems in life.
5. To focus on experiences conducive to the learners' acquisition of the abilities and skills that develop self-learning.
6. To provide learners with mathematical experiences that help him improve his level of performance in his own occupation.
7. To help learners appreciate the aesthetic and technical aspects of mathematics through learning numerical relations and geometrical figures.

*Considerations in the Presentation of Content*

In view of the current scientific and technological developments in all spheres of human activities, agricultural, industrial, commercial or otherwise, the content of mathematics for adult learners should familiarize learners with these developments as much as possible, especially in relation to their occupations. Authors of mathematics books for adults should identify the learners' needs and should present the content in a manner that suits learners. Authors of mathematics books should have contacts with authors of reading books for the sake of integration between the content of language and mathematical materials.

*Method of Presentation*

By method of presentation we mean the approach followed in dealing with the content. Following, from our point of view, are the main points to be observed in the presentation of mathematics for adult learners:

1. Learning situations should be related to the life of learners.

2. Learning situations should reinforce the values and attitudes of society and implant healthy habits.
3. Grammatical rules of the Arabic language should be observed.
4. The language used in the book should be in line with linguistic level attained by learners.
5. Methods of presenting the various topics should be homogeneous.
6. The lessons should include incentives motivating learners to think.
7. Certain topics should be preceded by a historical introduction, particularly topics related to Arab history.
8. There should be recreational situations, e.g., quizzes, to motivate learners.
9. Learners should be able to identify relationships and general rules.
10. Use should be made of suitable educational aids with proper timing of their use.
11. A logical sequence that suits adult learners should be followed.
12. Both terms and scientific subject matter should be accurate.
13. In mathematical operations use should be made of approximation and estimation.

### *Vocabulary*

The Committee recommends that an *ad hoc* committee be set up to decide on the vocabulary to be used in mathematics books for adults. This committee should comprise specialists in mathematics, as well as experts working in industry, agriculture, women's education and labour.

RESUME
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## INTRODUCTION

Dans une brève introduction à ce numéro, le rédacteur en chef parle de la création de la Ligue Arabe en 1945 et souligne qu'à l'heure actuelle elle compte 21 pays membres en Afrique et en Asie, totalisant une population d'environ 153 millions d'individus vers la mi-1978.

Il présente les organismes spécialisés qui existent aujourd'hui, unifie la pensée arabe en matière d'éducation et définit le terme "éducation des adultes". Il montre, grâce à des statistiques, que le nombre absolu d'adultes analphabètes dans le monde arabe est passé de 42.800.000 à 49.900.000, bien que le pourcentage ait diminué de 81,1% en 1960 à 73,0% en 1970.

"C'est dans ce contexte, dit-il, que la question d'alphabétisation des adultes dans les pays arabes est examinée dans ce numéro de *Discussion sur l'Alphabétisation*".

## DEVELOPPEMENT ET SITUATION DE L'ALPHABETISATION DANS LES PAYS ARABES

par

Omar Mustaffa-Kedah*

Dans cet article, l'auteur parle de l'alphabétisation et de l'éducation des adultes dans le monde arabe et montre que d'importants changements se sont produits dans ce domaine dans les pays arabes d'Afrique et d'Asie.

Mustaffa-Kedah cite les trois importantes conférences d'Alexandrie sur l'Alphabétisation qui ont eu lieu en 1964, 1971 et 1976 et au cours desquelles des décisions historiques ont été prises pour le développement de l'éducation arabe. La dimension économique de l'alphabétisation, dit l'auteur, est maintenant largement reconnue, tandis que l'alphabétisation fonctionnelle testée dans le monde arabe, notamment en Algérie, au Soudan et en Syrie est introduite dans une mesure de plus en plus grande dans les programmes d'études et les manuels scolaires.

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L'auteur retrace l'historique de l'alphabétisation et décrit ses plus récents développements. De tous temps, l'éducation non-formelle pour les femmes et pour les hommes a été encouragée. Cependant, ce type d'éducation dispensé dans les mosquées et dans les écoles religieuses était réservé à une minorité. Véhicule de la culture et de la religion, cette éducation n'était pas conçue pour répondre aux besoins techniques d'une société en pleine modernisation.

L'auteur parle de la promotion de l'éducation arabe et de l'action conjointe qui a été entreprise ces dernières années par les pays arabes. Il parle de la création de l'Organisation de la Ligue Arabe pour l'Education, la Science et la Culture et de ses actions dans le domaine de l'alphabétisation, et il définit le concept de l'alphabétisation tel qu'on le reconnaît actuellement dans les pays arabes, particulièrement en Iraq. Il montre l'étendue de l'alphabétisation, sa relation avec l'éducation primaire et il parle pour terminer des efforts entrepris dans le domaine de l'alphabétisation tels qu'ils sont actuellement menés à bien parmi les masses arabes.

Mustaffa-Kedah estime que le besoin d'éliminer l'analphabétisme dans la région arabe, ainsi que le droit de tout citoyen à l'éducation sont maintenant pleinement reconnus. Cependant, il souligne que le lourd héritage de l'analphabétisme ajouté aux obstacles sociaux et économiques ont jusqu'à présent freiné les activités et les programmes pour le développement de l'éducation scolaire et de l'alphabétisation.

L'auteur conclut en disant: "Bien que, dans le passé, des facteurs négatifs aient contribué à doubler le nombre de femmes analphabètes comparé à celui des hommes dans les pays arabes, désormais, grâce à l'amélioration des conditions de vie, à des familles plus réduites et à des appareils ménagers plus nombreux, les femmes arabes auront bientôt plus de temps et de possibilités d'apprendre... parallèlement aux efforts pour encourager l'éducation universitaire, des efforts doivent être entrepris pour procurer aux nouveaux alphabètes, hommes et femmes, une éducation appropriée aux besoins de la nation arabe en voie de développement... De cette manière, un nouvel ordre socio-économique pourra s'appuyer sur les fondations de la civilisation arabo-islamique ancestrale et traditionnelle".

# STRATEGIE ARABE POUR L'ERADICATION DE L'ANALPHABETISME DANS LES PAYS ARABES[*]

La stratégie générale pour l'éradication de l'analphabétisme dans les pays arabes a été approuvée par la Troisième Conférence d'Alexandrie qui s'est tenue à Baghdad en décembre 1976 et ce document examine les grandes lignes et les principes d'un programme de quinze ans qui doit être mené à bien dans le monde arabe.

Les éléments fondamentaux dont est tirée la stratégie sont d'abord examinés par les auteurs. Ce sont :

- identifier et analyser la situation actuelle de l'analphabétisme
- définir l'objectif de la stratégie
- réexaminer les principes fondamentaux et les tendances
- étudier les procédés de mise en oeuvre de ces principes

La situation actuelle de l'analphabétisme dans le monde arabe indique que les efforts accomplis jusqu'à présent dans ce domaine ne sont pas à la mesure du problème qui existe dans la région.

Le but de la stratégie dans son ensemble est de liquider l'analphabétisme et d'amener une prise de conscience culturelle. Cela doit être réalisé grâce à des programmes éducatifs et culturels intégrés par lesquels les citoyens arabes peuvent acquérir des aptitudes élémentaires de lecture, écriture et calcul qui leur permettent de continuer leur éducation afin de participer activement et efficacement au développement de la société arabe dans les domaines culturel, social et économique.

Afin d'atteindre ces objectifs, en quinze ans maximum, la Conférence suggère la mise en oeuvre d'un programme divisé en trois étapes:

- préparation : 1977 - 1978
- mise en oeuvre : 1979 - 1986
- achèvement : 1987 - 1991

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[*] Ce document a été préparé conjointement par l'Organisation Arabe pour l'Alphabétisation et l'Education des Adultes (ARLO/ALECSO) et le Centre Régional pour l'Alphabétisation Fonctionnelle dans les Régions Rurales du Monde Arabe (ASFEC) et approuvé par la Troisième Conférence d'Alexandrie, Baghdad, 11-16 décembre 1976.

La stratégie se base sur dix principes reliés entre eux et intégrés en un plan d'action libre et équilibrée. Ces principes sont:

1. aspect culturel de l'alphabétisation
2. confrontation générale (intégrant l'alphabétisation et le développement)
3. unification de l'action arabe
4. importance de la décision politique et de la volonté du peuple dans la campagne
5. direction et utilisation des efforts des individus en un mouvement autopropulseur dans la campagne
6. élimination des causes de l'analphabétisme parmi les jeunes en introduisant l'éducation primaire obligatoire
7. intégration de l'éducation formelle et de l'éducation non-formelle
8. adoption de l'approche scientifique dans la résolution du problème de l'analphabétisme
9. utilisation d'encouragements matériels, sociaux et moraux dans la campagne
10. évaluation continue et poursuite du programme

Le document, basé sur les recommandations de la Conférence donne ensuite un ensemble de procédés visant à appliquer les principes tant au niveau régional qu'au niveau national arabe.

## IRAQ: LA SITUATION DE L'ALPHABETISATION APRES LA REVOLUTION DE 1968*

L'introduction au rapport, preparée par l'Institut International pour les Méthodes d'Alphabétisation des Adultes, Téhéran, Iran, donne des informations concernant le pays, sa superficie, sa population et son système éducatif.

Le rapport décrit le travail d'alphabétisation mené à bien en Iraq de 1922 à 1939, époque à laquelle, nous montre-t-il, 16.000 étudiants étaient inscrits aux cours d'alphabétisation offerts par le Ministère de l'Education.

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[*] Cet article est basé sur du matériel préparé par le Secrétariat Général du Conseil Suprême pour l'Alphabétisation et l'Education Obligatoires des Adultes pour le Conseil de l'Ordre Révolutionnaire de la République d'Iraq. La traduction de l'arabe vers l'anglais a été faite par Said Amin Ahmed, premier traducteur au Ministère de l'Education à Bagdad. Le texte a été revu par l'Institut International pour les Méthodes d'Alphabétisation des Adultes.

Lorsque la deuxième guerre mondiale éclata (1939-1945), la campagne s'arrêta. L'absence d'une planification systématique après la guerre contribua à ce qui est décrit comme "le marasme de l'éducation".

Les auteurs passent finalement à la période du 17 au 30 juillet 1968, lorsque le Conseil de l'Ordre Révolutionnaire assuma le contrôle général et où l'alphabétisation obligatoire, renforcée par plusieurs lois devint la responsabilité du Conseil Supérieur de l'Alphabétisation, sous le Conseil de l'Ordre Révolutionnaire, et plus tard, lorsque les plans en matière d'éducation prirent forme, du Conseil Suprême pour l'Alphabétisation et l'Education Obligatoires des Adultes.

L'article décrit de façon assez détaillée diverses conférences régionales du Parti Socialiste Ba'ath qui élabora les premiers plans pour la campagne de confrontation qui trouva son apogée avec la mise en oeuvre, effective à partir de juillet 1974, de projets expérimentaux dans plusieurs parties du pays. L'article parle des mesures et des activités survenues entre 1974 et la Conférence de Bagdad pour l'Alphabétisation Obligatoire en mai 1976, lorsque le plan de confrontation accepta les recommandations conjointes de plusieurs organismes éducatifs arabes bien établis.

Les auteurs parlent de la stratégie en ce qui concerne l'approche directe et nationale, ce qui signifiait, en réalité, qu'il fallait repenser et réorganiser les approches traditionnelles afin de trouver des solutions de rechange pour répondre aux nouvelles demandes d'une société en pleine modernisation. Ils énumèrent les objectifs fondamentaux de la campagne iraquienne comprenant l'acquisition d'aptitudes de base de lecture, écriture et calcul, le développement de la lecture intelligente, de l'expression éloquente et d'une nouvelle attention en tant qu'auditeur et participant dans la communauté et dans les affaires nationales.

La campagne telle qu'elle est envisagée vise à atteindre l'alphabétisation tant pour les hommes que pour les femmes pour 1982. Son succès dépend dans une large mesure de la coopération entre tous les organismes et institutions, les services gouvernementaux et les forces armées, ainsi que de la participation totale des individus eux-mêmes à une campagne conçue pour répondre aux besoins du pays en matière de développement et pour faire en sorte que les individus prennent conscience de leurs traditions et de leur culture et des progrès du peuple arabe dans son ensemble. Le nombre d'analphabètes âgés de 15 à 44 ans dont on s'occupera à partir de janvier 1978 a été estimé à 2.205.000, dont 1.500.000 femmes. L'article discute ensuite du développement des cours, du nombre d'enseignants requis et aussi des questions financières. Le but était de recenser la population, de définir l'analphabétisme en chiffres et en pourcentages dans différents groupes d'âge, de former et finalement d'élaborer un plan pour le lancement de la campagne de cinq ans (jusqu'en 1982) qui comporte: une phase d'expérimentation d'un an, une phase au niveau national de trois ans et une phase finale de "victoire totale" d'un an. Le besoin d'aide des organismes arabes et des institutions internationales a été souligné surtout par les pays où des expériences similaires ont eu lieu. Parmi ces pays citons: le Danemark, l'Italie, le Brésil, le Mexique, Cuba, la Chine, l'Iran, la Corée, la Tanzanie, le Soudan, l'Algérie, la Bulgarie et l'Union Soviétique où des bourses universitaires et des bourses d'études et de spécialisation pourraient être créées.

## RECRUTEMENT ET FORMATION: LA PHILOSOPHIE DE L'EDUCATION PERMANENTE

par

Abdul Fattah Galal[*]

Cette étude parle d'abord de l'insuffisance tant quantitative que qualitative du personnel d'alphabétisation, et de la nature de l'alphabétisation, problème temporaire qui disparaîtra avec l'élimination de l'analphabétisme. Ensuite, et ce, à la lumière de la philosophie de l'éducation permanente, l'auteur distingue quatre catégories de cadres d'alphabétisation et étudie la façon de les choisir, de les préparer et de les former.

Dans cette étude, les cadres d'alphabétisation sont classés comme suit: 1) enseignants 2) superviseurs 3) spécialistes et 4) administrateurs. L'auteur définit les critères de sélection pour chaque catégorie. L'étude montre que les enseignants peuvent, entre autres, être recrutés parmi les personnes qui travaillent dans les programmes et institutions d'éducation des adultes, dans le domaine de l'éducation formelle et, de manière générale, parmi les volontaires d'un milieu éduqué. En ce qui concerne les superviseurs et les spécialistes, l'auteur définit les critères scientifiques et techniques auxquels ils doivent répondre. Comme le personnel de ce type en général et les institutions spécialisées pour leur formation font défaut, l'étude examine en détail les objectifs et les programmes pour leur préparation et leur formation.

Dans le cas de la préparation et de la formation de la plupart des cadres d'alphabétisation, l'étude souligne de manière générale les trois impératifs suivants: culture générale, spécialisation et professionnalisme. Les cadres d'alphabétisation devraient posséder une culture générale qui leur permette de comprendre la culture, les caractéristiques et les objectifs de leur société et de maîtriser les principes des sciences humaines et naturelles. Les cadres d'alphabétisation devraient également posséder un degré élevé de spécialisation dans l'occupation qu'ils vont exercer. Enfin, les cadres d'alphabétisation devraient acquérir des méthodes, techniques et aptitudes qui les aident à accomplir leur tâche avec succès et à entretenir de bonnes relations avec les adultes.

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L'auteur examine ensuite les méthodes et techniques et mentionne de nouvelles approches, surtout les groupes de travail et les séminaires opérationnels. La caractéristique la plus importante des séminaires opérationnels est peut-être que les stagiaires exercent une activité sur le terrain à divers niveaux, ce qui les aide à créer un esprit d'équipe parmi tous les cadres, et leur permet d'intégrer les programmes d'alphabétisation aux plans de développement, aux conditions de vie des milieux locaux et aux besoins réels des adultes.

Etant donné le grand nombre de personnel formé nécessaire, l'étude propose de créer une institution spécialisée responsable de la planification, de l'organisation et de la conduite des programmes pour la préparation de personnel d'alphabétisation qui leur permette de remplir diverses fonctions dans le domaine de l'éducation des adultes, y compris l'alphabétisation, dans le contexte de l'éducation permanente.

## PROGRAMMES D'ETUDE ET MANUELS REQUIS POUR LA GRANDE CAMPAGNE NATIONALE D'ALPHABETISATION EN IRAQ*

Dans l'introduction, les auteurs décrivent l'analphabétisme comme un obstacle à la liberté de pensée des individus, tandis que l'alphabétisation les libère de l'ignorance et conduit à une vie plus remplie et plus utile, éliminant le gaspillage et la perte d'énergie humaine.

Les auteurs recherchent les origines de l'alphabétisation traditionnelle en Iraq et de son échec à inciter les individus à apprendre, et parlent du nouveau concept d'alphabétisation fonctionnelle destiné à répondre aux besoins culturels, économiques, politiques et sociaux d'une nation qui vise à atteindre l'alphabétisation universelle vers 1985.

Les auteurs traitent ensuite des principes majeurs qu'il faudrait respecter au cours de l'élaboration des programmes d'étude pour l'alphabétisation, des caractéristiques de ces programmes, des qualités et des qualifications dont les enseignants ont besoin, et des principes à respecter dans la préparation de manuels complétés par d'autres aides pédagogiques.

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* *Cet article a été écrit par: Dr M.H. Al-Munshi, Dr Ibrahim Khalil Shihab, Centre de Recherches Pédagogiques et Psychologiques, Université de Bagdad, Iraq.*

A la lumière du nouveau concept d'alphabétisation, le développement correct du programme d'étude est considéré comme un élément important dans la campagne d'alphabétisation en Iraq. Pour élaborer ce programme, il faut répondre à plusieurs questions telles que: "Pourquoi construisons-nous un programme d'étude et quel but espérons-nous atteindre? Quel contenu apportera la réussite, comment l'organiser, quelle présentation utiliser pour des analphabètes ayant entre 15 et 45 ans, et provenant de milieux familiaux, professionnels et sociaux différents?"

Les auteurs traitent des types d'analphabètes, de leurs attitudes mentales différentes ainsi que de l'effet des facteurs psychologiques sur l'apprentissage. Ils soulignent le contenu des programmes d'étude qui, à leur avis, devraient comprendre deux éléments: a) l'approche générale de tous les apprenants pour la réalisation de l'objectif commun de la campagne et b) l'expérience particulière d'apprentissage qu'il faut acquérir, basée sur les principes généraux définis par Ralph Tyler dans son ouvrage *Basic principles of curriculum development and instruction*.

La dernière partie de l'article traite du rôle important des enseignants, particulièrement de ceux qui enseignent aux adultes, et des conditions qu'ils devraient remplir. Finalement, à propos des manuels, les auteurs disent qu'on reconnaît généralement qu'ils sont une source d'aide imprimée pour l'enseignant mais qu'ils ne sont pas suffisants pour faire face aux besoins de l'apprenant et qu'ils ne sont pas conçus pour aider celui-ci à développer ses capacités. Ils formulent les critères nécessaires dans la sélection et la préparation de manuels pour qu'ils répondent aux besoins des différents groupes d'apprenants et insistent pour que les manuels qui ont été utilisés dans les centres d'alphabétisation soient complètement révisés et adaptés à la pensée et à la pratique modernes.

## RAPPORT DU COMITE SUR LES PROGRAMMES D'ETUDE ET LES MANUELS POUR L'ALPHABETISATION*

Cet article est basé sur le rapport du Comité sur les Programmes d'étude et les Manuels pour l'alphabétisation en Iraq. Le Comité a d'abord exposé la situation actuelle de l'alphabétisation dans le pays, dont l'examen a été entrepris par le Ministère de l'Education, l'Institut d'Education Ouvrière et l'Association des Sociétés Agricoles avec le Ministère de l'Agriculture et de la Réforme Agraire.

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* *Cet article a été écrit par: Dr Nizar Abdul Latif Al-Hadithy, Directeur des Programmes d'Etude et des Manuels; Dr Ahmed Haqqy Al-Hilli, Professeur d'Education, Faculté d'Education; M. Nayel Mahmoud Al-Saidi, Directeur de l'Education Permanente, Institut d'Education Ouvrière; M. Taleb Mohsen Al-Rubi'y, Directeur des Programmes d'Etude et des Méthodes Pédagogiques pour l'Education Fonctionnelle des Adultes; M. Abdul Hussain Zweilaf, Professeur d'Université, Détaché auprès de la Branche Technique du Secrétariat Général.*

La production de manuels, basée sur la méthode synthétique a donc été la responsabilité de l'un ou de l'autre des organismes mentionnés ci-dessous. On a jugé que le matériel d'entretien des connaissances n'était pas approprié. Les futures opérations ont été discutées par le Comité et un plan en sept points a couvert: les organismes s'occupant de la préparation de matériel d'alphabétisation, le plan général à suivre, l'évaluation, la préparation éventuelle de manuels de l'enseignant, les manuels d'alphabétisation pour la campagne nationale, les programmes d'étude pour l'alphabétisation et les livres d'arithmétique. On a décidé que la préparation et la publication de ces manuels passerait sous la responsabilité de la Division des Programmes d'Etude et des Manuels dans le cadre de l'organisation d'un organisme chargé du fonctionnement de la campagne nationale. On estime que tous les efforts devraient être combinés pour assurer une unité de pensée culturelle et politique parmi les apprenants, ainsi qu'une diminution des dépenses. Une révision des livres actuellement utilisés s'imposait et la question de la méthode ou du système selon lequel de nouveaux manuels seraient publiés fut discutée. Examinant cet aspect du problème, des spécialistes parvinrent à la conclusion qu'il n'y a pas une seule méthode idéale, et que chacune a ses avantages et ses désavantages. Une nouvelle tendance dans l'enseignement de la lecture et de l'écriture était apparue dans les pays arabes, comme dans la plupart des autres pays, à savoir un compromis entre le système global et le système éclectique, appelé méthode synthétique.

Le Comité a ensuite discuté de l'enseignement de la lecture par rapport à la calligraphie arabe, ainsi que de l'enseignement de l'écriture et des meilleures voies à suivre. Un comité de spécialistes fut nommé pour discuter d'un programme d'étude détaillé pour l'alphabétisation.

## INTRODUCCION

En una breve introducción a este número, el jefe de redacción habla de la creación de la Liga Arabe en 1945 y hace notar que en este momento cuenta con 21 países miembros en Africa y en Asia, totalizando una población de 153 millones de individuos hacia mediados de 1978.

Presenta los organismos especializados que existen hoy, unifica el pensamiento árabe en materia de educación y define el término "educación de adultos".

Muestra, gracias a estadísticas, que el número absoluto de adultos analfabetos en el mundo árabe ha pasado de 42.800.000 a 49.900.000 aunque el porcentaje ha disminuido de 31,1% en 1960 à 73,0% en 1970.

"Es en este contexto, dice él, que el problema de la alfabetización de adultos en los países árabes ha sido examinado en este número de "*Discusión sobre Alfabetización*".

## DESARROLLO Y SITUACION DE LA ALFABETIZACION EN LOS PAISES ARABES

por

Omar Mustaffa-Kedah*

En este artículo, el autor habla de la alfabetización y de la educación de adultos en el mundo árabe y muestra cuantos cambios importantes se han producido en este campo en los países árabes de Africa y de Asia.

Mustaffa-Kedah cita las tres importantes conferencias de Alejandría sobre la alfabetización, que tuvieron lugar en 1964, 1971 y 1976 y en el curso de las cuales han sido tomadas importantes decisiones históricas para el desarrollo de la educación árabe. La dimensión económica de la alfabetización, dice el autor, está ampliamente reconocida mientras que la alfabetización funcional experimentada en el mundo árabe, especialmente en Algeria, en Sudán y en Siria está introducida cada vez más en los programas de estudios y los manuales escolares.

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* Omar Mustaffa-Kedah, Responsable de Programa de la Unesco forma parte actualmente de la Unidad de Investigaciones del Instituto Internacional para los Métodos de Alfabetización de Adultos en Teherán. Hizo sus estudios en el Cairo y en Paris. Habla árabe, francés e inglés y es experto en cuestiones árabes.

El autor traza la historia de la alfabetización y describe sus más recientes desarrollos. En todos los tiempos, la educación no formal para las mujeres y para los hombres ha sido fomentada. Sin embargo, este tipo de educación, impartida en las mezquitas y en escuelas religiosas estaba reservada a una minoría. Vehículo de la cultura y de la religión, esta educación, no era concebida para responder a las necesidades técnicas de una sociedad en plena modernización.

El autor habla de la promoción de la educación árabe y de la acción conjunta que ha sido emprendida estos últimos años por los países árabes. Habla de la creación de la Organización de la Liga Arabe para la Educación, la Ciencia y la Cultura y de sus acciones en el campo de la alfabetización y define el concepto de alfabetización tal como se le reconoce actualmente, en los países árabes especialmente en Irak. Muestra la amplitud de la alfabetización, su relación con la educación primaria y para concluir habla de los esfuerzos emprendidos en el campo de la alfabetización tales como son llevados a cabo actualmente entre las mases árabes.

Mustaffa-Kedah estima que la necesidad de eliminar el analfabetismo en la región árabe así como el derecho de todo ciudadano a la educación son ahora plenamente reconocidos. Sin embargo, hace notar que la pesada herencia del analfabetismo agregada a los obstáculos sociales y económicos han frenado hasta ahora las actividades y los programas para el desarrollo de la educación escolar y de la alfabetización.

El autor concluye diciendo "Aunque, en el pasado, factores negativos hayan contribuido a duplicar el número de mujeres analfabetas comparado al de los hombres en los países árabes, en adelante, gracias al mejoramiento de las condiciones de vida, a familias más reducidas y a aparatos para el trabajo del hogar más numerosos, las mujeres árabes tendrían pronto más tiempo y posibilidades para aprender...

"Paralelamente a los esfuerzos para favorecer la educación universitaria, se deben emprender esfuerzos para procurar a los nuevos alfabetizados, hombres y mujeres, una educación apropiada a las necesidades de la nación árabe en vías de desarrollo. De esta manera un nuevo orden socio-económico podrá apoyarse sobre las bases de la civilización árabo-islámica ancestral y tradicional".

# ESTRATEGIA ARABE PARA LA ERRADICACION DEL ANALFABETISMO EN LOS ESTADOS ARABES*

La estrategia general para la erradicación del analfabetismo en los Estados árabes ha sido aprobada por la Tercera Conferencia de Alejandría que tuvo lugar en Bagdad en 1976 y este artículo examina las grandes lineas y los principios de un programa de quince años que deberá ser realizado en el mundo árabe.

Los elementos básicos a partir de los cuales la estrategia ha sido desarrollada son examinados por los autores.

- identificar y analizar la situación actual del analfabetismo
- definir el objetivo de la estrategia
- reexaminar los principios fundamentales y las tendencias
- estudiar los procesos para poner en práctica esos principios

La situación actual del analfabetismo en el mundo árabe indica que los ezfuersos realizados hasta ahora en este aspecto no corresponden al problema que existe en la región.

El fin de la estrategia en su conjunto es de liquidar el analfabetismo y de traer una toma de conciencia cultural. Esto debe ser realizado gracias a programas educativos y culturales integrados por medio de los cuales los ciudadanos árabes pueden adquirir las aptitudes elementales de lectura, escritura y cálculo que les permitan continuar su educación con el fin de participar activa y eficazmente en el desarrollo de la sociedad árabe en los dominios cultural, social y económico.

Con el fin de alcanzar estos objetivos, la conferencia sugiere la puesta en marcha de un programa de quince años dividido en tres etapas:

- preparación 1977 - 1978
- puesta en marcha 1979 - 1986
- término 1987 - 1991

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[*] Este documento ha sido preparado conjuntamente por la Organización Arabe de la Alfabetización y Educación de Adultos (ARLO/ALESCO) y el Centro Regional para la Alfabetización en las Regiones Rurales (ASFEC) y aprobado por la 3a Conferencia de Alejandría, Bagdad, 11 de diciembre 1976.

La estrategia se basa en diez principios unidos entre ellos e integrados en un plan de acción libre y equilibrado. Estos principios son:

1. aspecto cultural de la alfabetización
2. confrontación general (integrando la alfabetización con el desarrollo)
3. unificación de la acción árabe
4. importancia de la decisión política y de la voluntad del pueblo en la campaña
5. dirección y utilización de los ezfuersos de los individuos en un movimiento auto-propulsor en la campaña
6. eliminación de las causas del analfabetismo entro los jóvenes introduciendo la educación primaria obligatoria
7. integración de la educación y de la educación no formal
8. adopción del enfoque científico en la resolución del problema del analfabetismo
9. utilización de incentivos materiales, sociales y morales en la campaña
10. evaluación permanente y continuidad del programa

El documento, basado en las recomendaciones de la Conferencia, da a continuación un conjunto de procedimientos enfocados a aplicar los principios tanto a nivel regional como a nivel nacional en los paises arabes.

# IRAK: LA SITUACION DE LA ALFABETIZACION DESPUES DE LA REVOLUCION DE 1968 *

La introducción al informe, preparada por el Instituto Internacional para los Métodos de Alfabetización de Adultos, Teherán, Irán, da informaciones concernientes al país, su superficie, su población y su sistema educativo.

El informe describe el trabajo de alfabetización realizado en Irak desde 1922 hasta 1939 época en la cual, según nos muestra, 16.000 estudiantes estaban inscritos en los cursos de alfabetización ofrecidos por el Ministerio de Educación. Con el estallido de la segunda guerra mundial (1939-1945), la campaña se detuvo. La falta de planificación sistemática después de la guerra contribuyó a lo que se ha descrito como "el estancamiento de la educación".

Los autores pasan finalmente al período del 17 al 30 de julio de 1968 cuando el Consejo del Orden Revolucionario asumió el control general y en el cual la alfabetización obligatoria, reforzada por varias leyes llegó a ser la responsabilidad del Consejo Superior de Alfabetización, bajo el Consejo del Orden Revolucinario, y más tarde, cuando los planes en materia de educación tomaron forma, del Consejo Supremo para la Alfabetización y Educación Obligatorias de los Adultos.

El artículo describe de manera detallada diversas conferencias regionales del partido socialista Ba'ath quien elaboró los primeros planes para la campaña de confrontación que culminó con la puesta en práctica, efectiva a partir de julio de 1974, de proyectos experimentales en varias partes del país. El artículo habla de las medidas, y de las actividades que tuvieron lugar entre 1974 y la Conferencia de Bagdad para la Alfabetización Obligatoria en mayo de 1976 cuando el plan de confrontación aceptó las recomendaciones conjuntas de varios organismos educativos árabes bien establecidos.

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* Este artículo está basado en el material preparado por la Secretaría General del Consejo Supremo para la Alfabetización y Educación Obligatorias de los Adultos para el Consejo del Orden Revolucionario de la República de Irak. La traducción del árabe al inglés ha sido hecha por Said Amir Ahmed primer traductor en el Ministerio de la Educación a Bagdad. El texto ha sido revisado por el Instituto Internacional para los Métodos de Alfabetización de Adultos.

Los autores hablan de la estrategia en lo que se refiere al enfoque directo y nacional, lo que significaba, en realidad, que había que repensar y reorganizar los enfoques tradicionales con el fin de encontrar soluciones de cambio para responder a las nuevas exigencias de una sociedad que está modernizándose. Enumeran los objetivos fundamentales de la campaña irakiana que comprenden la adquisición de las aptitudes básicas en lectura, escritura y cálculo, el desarrollo de la lectura inteligente, de la expresión elocuente y de una nueva preocupación como auditor y participante en la comunidad y en los asuntos nacionales. La campaña tal como ha sido enfocada está concebida para abarcar la alfabetización tanto para los hombres como para las mujeres para 1982. Su éxito depende en gran medida de la cooperación entre todos los organismos e instituciones, los servicios gubernamentales y las fuerzas armadas así como de la participación total de los mismos individuos a una campaña concebida para responder a las necesidades del país, en materia de desarrollo y para lograr en cierto modo que los individuos tomen conciencia de sus tradiciones y de su cultura y de los progresos del pueblo árabe en su conjunto. El número de analfabetos entre 15 y 44 años de los cuales se ocuparán a partir de 1978 ha sido estimado en 2.205.000 de los cuales 1.500.000 son mujeres.

El artículo presenta a continuación el desarrollo de los cursos, el número de formadores que se necesitan y también los asuntos financieros. El objetivo era hacer un censo de la población, definir el analfabetismo en cifras y en porcentajes en diferentes grupos de edades, formar y finalmente elaborar un plan para el lanzamiento de la campaña de cinco años (hasta 1982) que comprende una fase experimental de un año, una fase a nivel nacional de tres años y una fase final de "victoria total" de un año. La necesidad de ayuda de los organismos árabes y de las instituciones internacionales ha sido puesta en evidencia sobre todo por los países en que experiencias similares han tenido lugar. Entre estos países citemos: Dinamarka, Italia, Brazil, México, Cuba, China, Irán, Corea, Bulgaria, Tanzania, Sudán, Algeria, y Unión Soviética donde podrían ser creadas becas universitarias y becas de estudio y de especialización.

# RECLUTAMIENTO Y FORMACION: LA FILOSOFIA DE LA EDUCACION PERMANENTE

por

Abdul Fattah Galal [*]

Este artículo expone en primer término la insuficiencia cuantitativa y cualitativa del personal de alfabetización y la naturaleza de la alfabetización, problema temporario que desaparecerá con la eliminación del analfabetismo. A continuación, y ésto a la luz de la filosofía de la educación permanente, el autor distingue cuatro categorías de cuadros en la alfabetización y estudia la manera de seleccionarlos, de prepararlos y de formarlos.

En este estudio, los cuadros de alfabetización son clasificados como sigue: 1) profesores 2) supervisores 3) especialistas y 4) administradores. El autor define los criterios de selección para cada categoría. El estudio muestra que los profesores pueden, fuera de otros sectores, ser reclutados entre las personas que trabajan en los programas e instituciones de educación formal y, de manera general, entre los voluntarios de un medio educado. En lo que se refiere a los supervisores y los especialistas, el autor define los criterios científicos y técnicos a los cuales deben responder. Dado que, en general, faltan el personal de este tipo y las instituciones especializadas para su formación, el estudio examina en detalle los objetivos y los programas para su preparación y su formación.

En el caso de la preparación y de la formación de parte de los cuadros de alfabetización, el estudio insiste de manera general en los tres imperativos siguientes: cultura general, especialización, y profesionalismo. Los cuadros de alfabetización deberían poseer una cultura general que les permita comprender la cultura, las características y los objetivos de su sociedad y dominar los principios de las ciencias humanas y naturales. Los cuadros de alfabetización deberían igualmente poseer un grado elevado de especialización en la ocupación que van a desempeñar. En fin, los cuadros de alfabetización deberían adquirir métodos, técnicas y aptitudes que los ayuden a llevar a cabo su tarea con éxito y a mantener buenas relaciones con los adultos.

El autor examina a continuación los métodos y técnicas y menciona nuevos enfoques sobre todo los grupos de trabajo y los seminarios operacionales. La característica más importante de los seminarios operacionales es tal vez que los participantes ejercen una actividad en el terreno y a diversos niveles, lo que ayuda a crear un espíritu de equipo entre los cuadros, y les permite integrar los programas de alfabetización con los planes de desarrollo, en las condiciones de vida de los medios locales y de las necesidades reales de los adultos.

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En esta situación en que se necesita un gran número de personal formado, el estudio propone crear una instrucción especializada responsable de la planificación, de la organización y de la conducción de los programas para la preparación de personal de alfabetización que les permite llenar diversas funciones en el campo de la educación de adultos, incluyendo la alfabetización, en el contexto de la educación permanente.

## PROGRAMAS Y LIBROS DE TEXTO NECESARIOS PARA UNA CAMPAÑA NACIONAL Y COMPRENSIVA DE ALFABETIZACIÓN EN IRAQ*

En la introducción, los autores se refieren al analfabetismo como una barrera que impide a los hombres pensar libremente, mientras que el alfabetismo brinda la liberación de las trabas de la ignorancia y conduce a una vida plena y útil, desde un punto de vista individual y nacional; el alfabetismo impide que la energía humana sea desperdiciada.

Los autores mencionan la alfabetización tradicional en Iraq y su incapacidad de motivar a la gente para aprender, y el reciente concepto de alfabetización funcional que trata de enfrentar las necesidades culturales, económicas, políticas y sociales de una nación que ambiciona tener un alfabetismo total para mediados de 1980.

Los autores proceden a tratar los principios fundamentales que deben tenerse en cuenta al delinear programas de alfabetización, las características de tales programas, la preparación de los instructores y los principios a seguir en la preparación de textos y otros materiales educativos.

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Teniendo en cuenta el nuevo concepto de alfabetización se considera de gran importancia el desarrollo de un programa correcto bien organizado. Para desarrollar tal programa es necesario contestar diversas preguntas, tales como: "¿Por qué se traza un programa, y cuáles son sus objetivos?¿Qué clase de material puede llevar al éxito, cómo debe ser organizado, cómo debe ser presentado a analfabetos entre 15 y 45 años de edad, provenientes de distintas clases sociales, y situaciones laborales?".

Más adelante los autores elaboran sobre las clases de analfabetos, sus distintas aptitudes mentales y los factores sicológicos que afectan el aprendizaje. De acuerdo a los autores, el contenido de todo programa debe tener en cuenta dos elementos: a) un método general para todos los alumnos, con el propósito de lograr el objetivo común de la campaña de alfabetización; b) la adquisición de una experiencia individual de aprendizaje, basada en los principios generales delineados por Ralph Tyler en su libro *Principios Elementales en el Desarrollo de Programas y en la Enseñanza*.

La última parte del artículo trata sobre la importancia del papel del instructor, especialmente aquellos dedicados a la enseñanza de adultos, y los requisitos que deben poseer. Finalmente, los autores al referirse a los libros de texto, señalan que si bien estos son un medio de ayuda al maestro, no llegan a cubrir todas las necesidades de los alumnos o no están diseñados para ayudarles a desarrollar mejores destrezas. Los autores describen el criterio necesario para la selección y preparación de libros de texto que respondan a las necesidades de distintos grupos de alumnos; por último sugieren que tales libros, como se acostumbra en los centros de alfabetización, sean adaptados de acuerdo al pensamiento y práctica actual.

## INFORME DE LA COMISION ENCARGADA DE LOS PROGRAMAS Y TEXTOS DE ALFABETIZACION EN IRAQ[*]

Este artículo está basado en el informe de la Comisión encargada de los Programas y Textos de Alfabetización en Iraq. Primeramente la comisión describe el estado actual de la alfabetización en el pais como ha sido presentado por el Ministerio de Educación, el Instituto de Educación para Trabajadores, la Asociación de las Sociedades de Agricultores en relación con el Ministerio de Agricultura y Reforma Agraria.

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Asi aparece que la producción de libros de textos, basada en el método sintético ha estado bajo la responsabilidad de una u otra de las agencias citadas más arriba. Se consideró que el material de seguimiento es inadecuado.

La comisión trató las operaciones futuras y redactó un plan que cubre siete áreas a seguir por las agencias encargadas de la preparación de material de alfabetización; el plan general a seguir, la evaluación, la posible preparación de un manual para el maestro, libros de texto para la campaña nacional, programas de alfabetización y libros de aritmética. Se aprobó que la preparación y publicación de los libros de texto está a cargo de la División de Programas y Libros de Texto dentro de la organización de la agencia que lleva a cabo la campaña nacional. Se consideró que todos los esfuerzos deben estar combinados para poder lograr una unidad en el pensamiento cultural y político de los alumnos, y una economía en los gastos. Se discutió la necesidad de corregir los libros en uso y el método o sistema por el cual los nuevos textos serían publicados. Al examinar los aspectos del problema, los especialistas llegaron a la conclusión que no existe un método ideal y que cada uno de ellos posee ventajas y desventajas. En los países árabes ha surgido una nueva dirección en la forma de enseñar a leer y escribir, como en casí todos los países, se ha desarrollado un compromiso entre el sistema global y el método eclético (o sintético).

Posteriormente la comisión trató el tema de la enseñanza de la lectura en relación a la caligrafía árabe, y también ël de la enseñanza de la escritura y los mejores cursos a seguir. Una comisión especial fue creada para discutir sobre un plàn detallado de alfabetización.

هذا وقد نوقشت مسألة الطريقة والأسلوب والنظام الذي سيتبع في إصدار الكتب الدراسية الجديدة. وفي ختام مناقشاتهم اتفق الأخصائيون على عدم وجود طريقة واحدة مثلى، وأن كل طريقة لها مزاياها وعيوبها.

وبرز اتجاه جديد في تعليم القراءة والكتابة في البلاد العربية، كما في معظم الدول الأخرى، وهو تنمية التوفيق والجمع بين مجموعة الطرائق الكلية أو التحليلية وبين مجموعة الطرائق الجزئية أو التركيبية.

كما ناقشت اللجنة تعليم القراءة في ضوء الحروف الهجائية وخصائص الكتابة العربية، وكذلك تعليم الكتابة وأفضل الطرائق التي ينبغي اتباعها. وتوصي اللجنة بتشكيل لجان لدراسة مناهج تفصيلية لمحو الأمية ومناقشتها بصفة مستفيضة.
ترجمة: عمر مصطفى قدره.

ملخص الوثيقة السادسة

# تقرير لجنة المناهج والكتب الدراسية للأميين في العراق*

يصف التقرير بادئ ذي بدء أوضاع محو الأمية في العراق، حيث تمارس، في سنة ١٩٧٦، العمل في محو الأمية بصفة رئيسية: وزارة التربية، ومؤسسة الثقافة العمالية، واتحاد الجمعيات الفلاحية ووزارة الزراعة والإصلاح الزراعي؛

واتباعاً لذلك فإن إعداد الكتب الدراسية إنما هو مسؤولية كل من الجهات المذكورة. وهذه الكتب جميعاً تتبع الطريقة التوليفية بين الكلمة الكلية والكلمة المجزأة. أما مواد المتابعة فلا تعتبر كافية.

وناقشت اللجنة خطة عمل للمستقبل، وتشمل جهات إصدار كتب محو الأمية، والخطة العامة في الكتب من حيث التنويع والتكامل، وتقويم الكتب المقررة حالياً، ومبدأ وضع مرشد للمعلم، وكتب محو الأمية في الحملة الوطنية، ومناهج محو الأمية، وكتب الحساب.

وتقرر إلقاء مسؤولية إعداد وإصدار مثل هذه الكتب - كما تم الاتفاق - على قسم المناهج والكتب في الجهة المختصة بالحملة الوطنية لمحو الأمية.

وشعرت اللجنة بأنه ينبغي أن تجمع جميع الجهود لتحقيق وحدة الفكر الثقافي والسياسي بين الدارسين، وكذلك التوفير في التكاليف. كما ينبغي تنقيح الكتب الدراسية المستعملة حالياً.

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* أعضاء اللجنة (سنة ١٩٧٦): السيد نزار عبد اللطيف الدرش (دكتوراه) / مدير المناهج والكتب، السيد أحمد حقي الحلي (دكتوراه) / أستاذ التربية بكلية التربية، السيد نائل محمود السعيدي / مدير التربية المستمرة بمؤسسة الثقافة العمالية، السيد طالب محسن الربيعي / مدير المناهج والوسائل التعليمية للتعليم الوظيفي للكبار، السيد عبد الحسين زويلفة / المعلم الجامعي المنسب للجهاز الفني للسكرتارية العامة، بغداد.

الذى ينبغى تلبية الاحتياجات الثقافية والاقتصادية والسياسية والاجتماعية اللازمة سعى لتحقيق تعميم التعليم للجميع قبل منتصف الثمانينات.

ثم يعالج المبادئ الرئيسية التى يجب اتباعها فى بناء مناهج محو الأمية، والمميزات الخاصة بمثل تلك المناهج، ونوعية المعلمين وما تلزمهم من مؤهلات، والمبادئ التى ينبغى الاسترشاد بها فى إعداد الكتب الدراسية، وهذه بدورها لا تستغنى عن مواد تعليمية إضافية.

فى ضوء التصور الجديد لمحو الأمية، تعتبر التنمية السليمة للمناهج عامل هام فى الحملة الوطنية العراقية لمحو الأمية، ولذلك ينبغى العثور على أجوبة مرضية لعدد من الأسئلة، مثلاً: لماذا نبنى منهجاً؟ وماذا نهدف إليه؟ وما هو المضمون الذى يؤدى الى الغرض المنشود؟ وكيف ننظمه؟ وما هى طريقة عرضه للأميين من سن ١٥ الى ٤٥ سنة الذين ينتمون الى شتى الخلفيات والبيئات والمهن والرتب والفئات الاجتماعية؟

ويصنف البحث أنواع الأميين واتجاهاتهم العقلية المختلفة، كما يشير الى العناصر السايكلوجية التى تؤثر فى التعلم. ثم يتعرض لمضمون مثل تلك المناهج، ويرسم خطوطه العريضة. وينبغى لهذا المضمون أن يكون على نوعين:

أ. منهجاً عاماً لجميع الدارسين لتحقيق الأهداف العامة المشتركة للحملة،
ب. مناهج خاصة بكل فئة من الدارسين وعليها أن تستوعبها وفقاً لاحتياجاتها، وذلك بناء على الأسس العامة التى وضعها رالف تايلر فى كتابه: المبادئ الأساسية لتنمية وتدريس المناهج.

ويتناول الجزء الأخير من البحث أهمية دور المعلم، وبخاصة هؤلاء الذين يعلمون الكبار، والخصائص التى يجب توافرها لديهم. وأخيراً، ينتقد الكتب الدراسية. ويذكر أن من المسلم به عموماً ان هذه الكتب كمصدر للأداة تعليمية مكتوبة فى يد المعلم، ليست كافية للاستجابة احتياجات الدارسين، ولا هى مرسومة بصفة تساعدهم على تنمية قدراتهم ويبلور البحث الخصائص الضرورية فى إختيار وإعداد الكتب الدراسية من أجل تلبية إحتياجات الفئات المختلفة من الدارسين. وينادى بأن مثل هذه الكتب الدراسية المقررة فى مراكز محو الأمية ينبغى أن تنقح تنقيحاً كاملاً، وأن تتجاوب مع الفكر الحديث وتطبيقه.

الأمية الأساليب والطرق والمهارات التي تعينه على التعامل مع الكبار وأداء واجبات مهنته بنجاح.

وقد تناولت الدراسة أساليب التدريب، وركزت على الأساليب الجديدة منها، خاصة ورش العمل والحلقات الدراسية الميدانية. ولعل من أهم ميزات هذا النمط من الحلقات الميدانية أنه يعتمد على الممارسة العملية من جميع المتدربين في جميع مراحل العمل، ويساعد على خلق روح الفريق بين جميع الكوادر العاملة في هذا المجال، ويمكنهم جميعاً من ربط البرامج بخطط التنمية وواقع البيئات المحلية واحتياجات الكبار الفعلية.

وفي ضوء كبر حجم العاملين في محو الأمية اقترح البحث ضرورة توافر جهاز متخصص يقوم بتخطيط وتنظيم وتنفيذ برامج إعداد العاملين في محو الأمية إعداداً يؤهلهم للقيام بعديد من الوظائف في تعليم الكبار من بينها محو الأمية تحقيقاً لفلسفة التعليم المستمر.

ملخص المقال الخامس

# بحث المناهج والكتب الدراسية اللازمة لتحقيق أهداف الحملة الوطنية الشاملة لمحو الأمية

أنيسة محمد حسن المنشئ* و إبراهيم خليل شهاب*

يصف البحث الأمية بأنها قيد لحرية الفكر الإنساني، بينما مكافحة الأمية هي تحرير الأميين من قيود الجهل ومنحهم حياة أكثر كمالاً ونفعاً، سواء من وجهة النظر الشخصية أو الوطنية، وبذلك تقضي على سوء الاستعمال وضياع القوى البشرية.

ثم يتتبع خطوات العمل التقليدي في محو الأمية في العراق وفشله في تحفيز الناس على التعلم، ويتدرج إلى الفكر الجديد لمحو الأمية الوظيفي

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ملخص المقال الرابع

# إختيار وإعداد وتدريب كوادر محو الأمية
# فى إطار فلسفة التعليم المستمر

عبد الفتاح جلال*

تنطلق هذه الدراسة من واقع القوى البشرية العاملة فى مجال محو الأمية حيث تعانى من النقص كماً وكيفاً، ومن طبيعة العمل فى هذا الميدان حيث أنها مشكلة مؤقتة تزول بالقضاء عليها. من هذين المنطلقين ومن الإيمان بضرورة الأخذ بفلسفة التعليم المستمر، أخذت الدراسة تحدد كوادر محو الأمية وكيفية إختيارها وإعدادها وتدريبها.

وقد قسمت الدراسة نوعيات الكوادر فى محو الأمية إلى ما يلى:
١- المعلمون، ٢- الموجهون، ٣- الإختصاصيون، ٤- الإداريون.

وقد حددت الدراسة معايير إختيار هذه النوعيات المختلفة من الكوادر. ورأت أن من المصادر التى يمكن إختيار المعلمين من بينها العاملين فى برامج ومؤسسات تعليم الكبار والعاملين فى حقل التعليم النظامى والمتطوعين من بين المتعلمين عامة. أما الموجهون والإختصاصيون، فقد حددت المواصفات الفنية والعلمية اللازم توافرها فيها، ونظراً لأن هذه النوعيات بصورة عامة غير متوفرة بالقدر الكافى ولا تكاد توجد مؤسسات متخصصة فى إعدادها، فكان من اللازم وضع أهداف ومضامين محددة لإعدادهم وتدريبهم، وهذا ما تناولته الدراسة بالتفصيل.

وقد راعت فى إعداد وتدريب أغلب الكوادر بصفة عامة ضرورة توافر أبعاد ثلاثة هى: بعد ثقافى عام حيث يتوفر للعاملين فى محو الأمية قاعدة ثقافية تعينهم على فهم ثقافة مجتمعهم وخصائصها وأهدافها وتمكنهم من الإلمام بأساسيات العلوم الإنسانية والأساسية، وبعد تخصصى حيث يتوفر لهم قدر عال من التخصص فى نوع العمل الذى سيقومون به؛ أما البعد الثالث فهو بعد مهنى حيث يكتسب العامل فى محو

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* دكتوراه، مدير المركز الدولى للتعليم الوظيفى للكبار فى البلاد العربية (أسفك- يونسكو)، سرس الليان، المنوفية، جمهورية مصر العربية.

وتهدف الحملة، وفقاً للخطة، الى تحقيق القضاء على الأمية بين الرجال والنساء معاً في سنة ١٩٨٢. ويعتمد مدى نجاحها، الى حد كبير، على تعاون جميع الهيئات والمؤسسات، والسلطات الحكومية، والقوات المسلحة، والمشاركة الواسعة للجماهير في حملة صممت بطريقة تستجيب لمتطلبات التنمية الوطنية، وتجعل الشعب واعياً بتراثهم وثقافتهم وبتقدم الأمة العربية ككل.

ويبلغ عدد الأميين والأميات في الفئة العمرية ١٥-٤٤ سنة، التي ستشملها الحملة من كانون الثاني / يناير ١٩٧٨، حوالى ٢٠٥٠٠٠٠، ٢ نسمة، منهم أكثر من ١٫٥ مليون إمرأة.

ويتطرق التقرير لموضوع البرامج وتطويرها، ثم الخطة الكمية المعتمدة للحملة من حيث الأهداف والمرامي، والعدد المطلوب من المعلمين والمشرفين التربويين والفصول، والميزانية.

وتقرر أن تسبق بدء الحملة فترة زمنية مناسبة للإعداد والتحضير والتجريب. ومن متطلبات إعداد الحملة إجراء تعداد عام للسكان(1) لتحديد حجم الأمية ونسبتها حسب فئات السن، ثم تدريب العاملين في الحملة. وأخيراً وضع الخطة التفصيلية للشروع في الحملة التي تمتد لفترة خمس سنوات، لتنتهي في سنة ١٩٨٢.

وهذه الحملة الخمسية تنقسم إلى ثلاث مراحل: البدء والتجريب - مدتها سنة واحدة، والتوسع الشامل - مدتها ثلاث سنوات، والتصفية النهائية والنصر الكامل - مدتها سنة واحدة.

وكدولة نامية يحتاج العراق الى مساعدة المنظمات والهيئات العربية والدولية وخاصة من تلك الدول التي أجرت تجارب مماثلة، مثل: الدنمارك وإيطاليا والبرازيل والمكسيك وكوبا والصين وإيران وكوريا وتانزانيا والسودان والجزائر وبلغاريا والإتحاد السوفيتي، حيث يتوقع إرسال بعثات وزمالات لمدة طويلة لغرض الدراسة والتخصص.

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(1) جدير بالذكر أنه قد أجري في العراق تعداد عام للسكان لسنة ١٩٧٧، في ١٧ تشرين الأول / أكتوبر، الذي تضمن سؤالين يتعلقان بصفة مباشرة بالأمية لفئة السن عشر سنوات فأكثر. أحدهما: هل الشخص يقرأ ويكتب، أو يقرأ فقط، أو أمي؟ والآخر: هل يعمل في الصباح، أو في المساء، أو في الصباح والمساء؟
وعندما تعلن النتائج النهائية الكاملة للتعداد، ستصبح أداة حيوية للتخطيط وتقويم وتنفيذ الحملة بنجاح، خاصة وقد أجري في الوقت المناسب (المحرر).

بطهران، تعطي خلفية عامة للعراق، من حيث السكان والمساحة ونظام التعليم.

ويتقفى التقرير خطوات العمل في محو الأمية في العراق منذ سنة ١٩٢٢ حتى سنة ١٩٣٩، حينما التحق أكثر من ١٦,٠٠٠ دارس بالفصول المسائية لمحو الأمية التي كانت تنظمها وزارة التربية. وقد أدى قيام الحرب العالمية الأخيرة (١٩٣٩- ١٩٤٥) الى شل المحاولة. كما أن غياب التخطيط المدروس بعد الحرب كان أحد الأسباب التي أدت الى ما يسمى "بالكساد التعليمي".

ثم يتحدث التقرير عن ثورة ١٧- ٣٠ تموز/ يوليو ١٩٦٨، بقيادة حزب البعث العربي الاشتراكي، حينما باشر السلطة مجلس قيادة الثورة الذي وضع مهمة محو الأمية الإلزامي ضمن مسئولية الهيئة العليا لمحو الأمية تحت إشرافه، وعززها بعدد من تشريعات محو الأمية. وبعدما تبلورت الخطط التعليمية لتأخذ شكلها النهائي، أسند مجلس قيادة الثورة هذا العمل الى المجلس الأعلى لمحو الأمية الإلزامي وتعليم الكبار.

ويصف التقرير بشيء من التفصيل المؤتمر القطري الثامن لحزب البعث العربي الاشتراكي وعدداً من المؤتمرات الأخرى التي عالجت مشكلة الأمية ووضعت أسس الخطط الأولى للقضاء عليها، ودخلت في حيز التنفيذ فعلاً كمشروعات تجريبية في شتى أنحاء القطر، إبتداءً من تموز/ يوليو ١٩٧٤.

ثم يتحدث عن الإجراءات والنشاطات التي تحققت في الفترة بين سنة ١٩٧٤ وبين ٣ أيار/ مايو ١٩٧٦ حينما إنعقد مؤتمر بغداد لمحو الأمية الإلزامي، الذي أوصى بالحملة الوطنية الشاملة لمحو الأمية، وفقاً لإستراتيجية المواجهة الشاملة المباشرة، التي ساهم في تطويرها عدد من الأجهزة التربوية العربية.

ويحلل التقرير الإستراتيجية فيما يتعلق بفكرة المواجهة الوطنية الشاملة، التي تعني في الواقع إعادة النظر بصورة جذرية في الأساليب التقليدية والتنظيم بقصد معالجة المشاكل وإيجاد حلول تتفق مع متطلبات المجتمع النامي المتجدد.

ثم يضع قائمة للأهداف الأساسية للحملة الوطنية العراقية، وتشمل اكتساب الدارس أو الدارسة المعرفة الأولية في القراءة والكتابة والحساب، وتنمية القراءة الواعية، والتعبير السليم، والإصغاء الجيد لديه كمستمع ومشارك في الشئون المحلية والوطنية. وتليها قوائم أخرى للأهداف السياسية والاجتماعية والاقتصادية والصحية.

وترتكز هذه الإستراتيجية على عدة مبادئ تمثل في مجموعها وحدة متكاملة متناسقة ومتداخلة بحيث تتحرك معاً وفي آن واحد حركة شاملة متوازنة، وهذه المبادئ هي :

١- المفهوم الحضاري للأمية،
٢- المواجهة الشاملة ( تكامل جهود محو الأمية مع جهود التنمية ).
٣- قومية العمل العربي في مجالات محو الأمية،
٤- أهمية القرار السياسي والإرادة الشعبية في الحملة الشاملة،
٥- توجيه الجهود الشعبية والجماهيرية وتوظيفها في حركة عون ذاتي في المعركة،
٦- سد منابع الأمية بإلزامية التعليم الإبتدائي وتعميمه،
٧- تحقيق التكامل بين التعليم المدرسي وغير المدرسي،
٨- الأخذ بالأسلوب العلمي في مواجهة المشكلة،
٩- توظيف الحوافز المادية والإجتماعية والمعنوية في عملية المواجهة الشاملة،
١٠- المتابعة والتقويم المستمران لكل المراحل والخطوات والأهداف.

وقد طرحت الوثيقة مجموعة من الإجراءات التنفيذية لتلك المبادئ تعين على تطبيقها سواء على المستوى العربي أو على مستوى كل دولة عربية.

## ملخص المقال الثالث

# واقع العمل في مجال محو الأمية في الجمهورية العراقية

## بعد ثورة ١٩٦٨

يستهل هذا التقرير مقدمة أعدها المعهد الدولي لطرائق محو أمية الكبار،

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* يستند هذا المقال على التقرير الذي أعدته الأمانة العامة للمجلس الأعلى لمحو الأمية الإلزامي وتعليم الكبار، التابع لمجلس قيادة الثورة، الجمهورية العراقية. وترجم التقرير من اللغة العربية الى اللغة الإنجليزية السيد صائب أمين أحمد، مترجم أول، بوزارة التربية، بغداد. وقام المعهد الدولي لطرائق محو أمية الكبار بمراجعة الترجمة.

ملخص الوثيقة الثانية

# استراتيجية محو الأمية في البلاد العربية *

في ضوء مفهوم الاستراتيجية بصورة عامة على أنها إطار موجه لأساليب العمل ودليل يرشد حركته صيغت مكونات استراتيجية محو الأمية في البلاد العربية من العناصر الأساسية التالية :

١- رصد الواقع العربي للأمية وتحليله ،
٢- تحديد هدف الاستراتيجية ،
٣- عرض المبادئ والاتجاهات الأساسية ،
٤- الإجراءات التنفيذية لتلك المبادئ .

وقد تبين من رصد الواقع العربي لمشكلة الأمية أنها لم تأخذ بعد من الجد ما يتكافأ مع حجمها الحقيقي في الوطن العربي . إن حركة محو الأمية في كثير من البلاد العربية ما زالت في عداد الأنشطة الهامشية .

وقد حددت الاستراتيجية العربية لمحو الأمية هدفها كما أقرها مؤتمر الاسكندرية الثالث في تحرير الإنسان العربي من أميته الأبجدية والحضارية معًا وفي آن واحد ، وذلك بالوصول به الى مستوى تعليمي وثقافي يمكنه من :

أ- تملك المهارات الأساسية في القراءة والكتابة والحساب ، الى المستوى الذي يؤهله لمتابعة الدراسة والتدريب ،
ب- الإسهام في تنمية مجتمعه وتجديد بنيانه لتوفير المناخ الحضاري والاجتماعي الذي يحفز الفرد على الاستمرارية في التعلم .

هذا وقد قدر المدى الزمني المقترح لتحقيق هذا الهدف الاستراتيجي بخمسة عشر عاما ، كحد أقصى ، تبدأ باقرار هذه الاستراتيجية منذ بداية عام ١٩٧٧ ، وتنقسم الى ثلاث مراحل هي : مرحلة الإعداد والتهيئة ( ١٩٧٧/ ١٩٧٨) ، ومرحلة التنفيذ ( ١٩٧٩/ ١٩٨٦) ، ومرحلة التصفية ( ١٩٨٧/ ١٩٩١).

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* موجز الوثيقة التي أعدها كل من الجهاز العربي لمحو الأمية وتعليم الكبار ، والمركز الدولي للتعليم الوظيفي للكبار في البلاد العربية ، وأقرها مؤتمر الاسكندرية الثالث لمحو الأمية ، الذي عقد في بغداد في الفترة من ١١ الى ١٦ ديسمبر / كانون الأول ١٩٧٦.

ويستطرد الكاتب فى حديثه، فيتناول موضوع تشجيع التعليم وتيسير الكتابة العربية وقواعدها، وما ظهرت فى البلاد العربية من مجهودات مشتركة خلال السنوات الأخيرة، وما صاحبه من إنشاء الجهاز العربى لمحو الأمية وتعليم الكبار والمنظمة العربية للتربية والثقافة والعلوم، الى جانب المركز الدولى للتعليم الوظيفى للكبار فى البلاد العربية وما ساهمت به جميعا فى سبيل محو الأمية وتعليم الكبار.

واستنادا على تقرير الجهاز العربى لمحو الأمية وتعليم الكبار بشأن تقويم أوضاع الأمية فى البلاد العربية فى الفترة من ١٩٧٠/ ١٩٧١ الى ١٩٧٣/ ١٩٧٤، يدرس الكاتب هذه الأوضاع دراسة مقارنة على الصعيد العربى -مع التركيز على التجربة العراقية- من حيث تعريف الأمى، وحجم مشكلة الأمية وأبعادها، والجهود المبذولة فى محو الأمية وتعليم الكبار، ومناهجه، ومعلميه، وتطور حجم العمل فيه، ومشكلاته ومعوقاته، والمؤتمرات والندوات لدراسته، ودور وسائل الإعلام فيه، وعلاقة الأمية بالتعليم الابتدائى الذى هو مصدر للفقر والأمية إذا فشل أو للعلم والمعرفة إذا نجح.

هذا ويشعر الكاتب أن الحاجة لمحو الأمية وتعليم الكبار فى الوطن العربى قد لقيت استجابة وظيفية وحضارية واعترافا كاملا، مثل حق التعليم لكل مواطن. ومع ذلك فإن التركة الثقيلة من الأمية وما صاحبها من مشكلات اجتماعية واقتصادية عاقت عجلة التطور والتنمية سواء فى التعليم المدرسى أو فى نشاطات وبرامج محو الأمية وتعليم الكبار. ولكن ازدياد الوعى والمخصصات من الموارد البشرية والمادية، كمساهمة فعلية فى تحقيق الإستراتيجية العربية لمحو الأمية التى أوصى بها مؤتمر الإسكندرية الثالث، إنما يعتبر نقطة تحول حاسم من الأمية نحو العلم.

ويختتم الكاتب قائلا: "إن كانت العوامل السلبية فى الماضى قد ساهمت فى جعل عدد الأميات ضعف عدد الأميين فى البلاد العربية، سوف يكون ممكنا فى المستقبل القريب للمرأة العربية أن تحظى بمزيد من الوقت والفرص للتعليم، بفضل تحسن ظروف الحياة بصفة عامة، واستعمال عديد من الأجهزة المنزلية الحديثة الموفرة للجهد والوقت بصفة خاصة، بالإضافة الى العيش فى أسر أصغر حجما ... وفى ضوء الجهود المبذولة لتعميم التعليم للجميع، ينبغى أيضا أن تبذل الجهود لتزويد حديثى المتعلمين من الرجال والنساء والولدان بتعليم مناسب يتلاءم مع احتياجات الأمة العربية الناهضة النامية ... وبهذه الطريقة، يمكن تشييد نظام اجتماعى اقتصادى جديد على أسس الحضارة العربية الإسلامية التقليدية العريقة".

ملخص المقال الأول

# محو الأمية فى البلاد العربية: أوضاعه وتطوره

## مع التركيز على التجربة العراقية

عمر مصطفى قده *

يتناول كاتب المقال محو الأمية وتعليم الكبار فى العالم العربى بصفة عامة، ويشير الى أن تغيرات هامة قد طرأت فى هذا الميدان سواء فى المنطقة الآسيوية او المنطقة الأفريقية من الوطن العربى.

ويذكر مؤتمرات الإسكندرية الثلاثة الحيوية لمحو الأمية، المنعقدة فى سنوات ١٩٦٤، ١٩٧١ و ١٩٧٦، حيث اتخذت قرارات وتوصيات تاريخية لتنمية تعليم الكبار للشعب العربى. ويلاحظ أن البعد الاقتصادى الحضارى لمحو الأمية قد كسب الآن اعترافاً واسع النطاق، بينما تدخل فكرة محو الأمية الوظيفى بازدياد فى مناهج محو الأمية وكتبه الدراسية، تلك الفكرة التى جربت فى الجزائر وسوريا والسودان فى المنطقة العربية ضمن إطار البرنامج التجريبى العالمى لمحو الأمية.

ثم يتعرض للخلفية التاريخية لمحو الأمية حتى تطوراته الجديدة. فمن وجهة النظر التاريخية، كان التعليم غير النظامى للرجل والمرأة يتلقى دائماً التشجيع المعنوى والمادى من الحكام والرعية. ولكن هذا النوع من التعليم المنبعث من المساجد والمدارس الإسلامية كانت تستفيد منه القلة أكثر مما تستفيد منه الأغلبية. وبينما كان يدرس العلوم الإسلامية ويشيع الثقافة العربية عموماً، فإنه لم يوضع أساساً لتلبية الاحتياجات الفنية لمجتمع يسعى حثيثاً لتحقيق مزيد من التنمية والمدنية الحديثة.

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* ضابط البرامج باليونسكو، عضو فى وحدة البحوث بالمعهد الدولى لطرائق محو أمية الكبار، طهران، خريج جامعات القاهرة ثم باريس والسوربون - دكتوراه، خبير فى الشئون العربية، يجيد اللغات العربية والفرنسية والإنجليزية.

ويختتم قائلاً: إنه لفى هذا الإطار ستدرس مسألة محو أمية الكبار فى البلاد العربية فى هذا العدد من مجلة "مناقشة محو الأمية".

وستتضمن ست مقالات ووثائق كالآتى :

- محو الأمية فى البلاد العربية : أوضاعه وتطوره ، مع التركيز على التجربة العراقية
للأستاذ : عمر مصطفى قدره.

- إستراتيجية محو الأمية فى البلاد العربية
توصية مؤتمر الإسكندرية الثالث ، بغداد.

- واقع العمل فى مجال محو الأمية فى الجمهورية العراقية بعد ثورة ١٩٦٨
للأمانة العامة للمجلس الأعلى لمحو الأمية الإلزامى وتعليم الكبار.

- إختيار وإعداد وتدريب كوادر محو الأمية فى إطار فلسفة التعليم المستمر
للأستاذ : عبد الفتاح جلال.

- بحث المناهج والكتب الدراسية اللازمة لتحقيق أهداف الحملة الوطنية الشاملة لمحو الأمية
للأستاذة : أنيسة محمد حسن المنشلى، والأستاذ : إبراهيم خليل شواب.

- تقرير لجنة المناهج والكتب الدراسية للأميين فى العراق
للجنة مكونة من خمسة خبراء.

# محو الأمية الحضاري وتعليم الكبار:
# التجربة العربية مع التركيز على العراق

ملخص مقدمة العدد

يشير رئيس تحرير هذا العدد، محمد مصطفى قدره، فى مقدمة عامة وجيزة إلى إنشاء جامعة الدول العربية فى سنة ١٩٤٥. وأوصت اللجنة الثقافية للجامعة، فى دورتها بالإسكندرية فى سنة ١٩٤٩، بمكافحة الأمية وتثقيف الكبار وتعميم التعليم بين الصغار كوسيلة وقائية لمكافحة الأمية. وتطورت الجامعة العربية واتسعت من حيث الإختصاص والعضوية، إذ تضم الآن ٢١ دولة عربية فى القارتين الآسيوية والأفريقية ويبلغ مجموع عدد سكانها حوالى ١٥٣ مليون نسمة ومتوسط دخل الفرد حوالى ١,٢٨٠ دولار امريكى سنويًا فى منتصف عام ١٩٧٨.

ثم يلقى الضوء على الأجهزة العربية المتخصصة القائمة حاليًا، والتى تعمل على توحيد الفكر العربى فى ميدان التعليم. ويعرف إصطلاح تعليم الكبار.

وذكرت اليونسكو أن نسبة الأمية فى البلاد العربية قد انخفضت من ٨١,١ فى المائة فى حوالى سنة ١٩٦٠ الى ٧٢,٠ فى المائة فى حوالى سنة ١٩٧٠، ولكن فى ذات الوقت إرتفع عدد الأميين والأميات من ٤٢,٨٠٠,٠٠٠ أمى وأمية الى ٤٩,٩٠٠,٠٠٠ أمى وأمية فى سن الخامسة عشرة فما فوقه، ويتضمن هذا العدد على ٥٨,٣ فى المائة من الأميات. ومع ذلك، فبفضل الجهود المبذولة فى السنوات الأخيرة، تتجه الأمية نحو التقلص من حيث النسبة بل والحجم.

RESUME مُلَخَّص RESUMEN

مجلة

# مناقشة محو الأمية

عدد الخريف والشتاء - ١٩٧٧

ملخصات المقالات باللغة العربية

## المعهد الدولي لطرائق محو أمية الكبار

- انشأته اليونسكو والحكومة الإيرانية -

ص.ب ١٥٥٥ - طهران

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*REVIEW*

## *The USE of RADIO in ADULT LITERACY EDUCATION by RICHARD C. BURKE*

by

Henry R. Cassirer*

In a village of Colombia, a group of campesinos gather around the radio set to listen to one of the programmes broadcast by Radio Sutatenza. The village priest supervises the work of the study group which he has organized as part of the Acción Cultural Popular (ACPO). Today's lesson deals with literacy. It is devoted to explaining the use of letters and words in reading and writing. It is a literacy lesson in the narrowest sense of the term.

In Tanzania, the Literacy by Radio project in Mwanza, as reported by Professor Burke, takes a different approach: the purpose of radio is not to instruct in the skills of reading and writing, its aim is to create the functional framework in which these skills may be used as well as to stimulate listeners to pursue their studies and to seek out literature which is of interest and practical use to them. Here, too, listening takes place in a group, but the content of the programme is different: agricultural methods, practices in home economics and health, an agricultural pamphlet is reviewed, and a discussion takes up a controversial subject (e.g. why should we dip our cattle?). Slogans and songs round off the show.

In Brazil, the target audience of radio broadcasts is not the student of literacy but the local literacy worker. MOBRAL (Movimento Brasileiro de Alfabetizacao) has used broadcasting to train more than 90,000 literacy workers throughout the country. Gathering in groups of 20-25 workers around a radio set, these workers received 12 programmes broadcast on the national network which were followed by 60 minutes of group discussion aided by printed guides and materials.(1)

Here are three distinct roles for the use of radio in literacy education. Some are dealt with by Professor Burke, others are unfortunately not covered.

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* *Dr. Cassirer is International Consultant for Communications and Education and formerly director, Mass Media on Education, Unesco. Burke's book The use of radio in adult literacy education is the first of a monograph series "Literacy in Development", commissioned by the International Institute for Adult Literacy Methods.*

The value of this booklet is that it focuses on the work and the problems of the literacy worker, a public generally neglected by publications in the educational use of mass media. The book is essentially practical in its orientation. It gives tips how the worker may analyse the needs and listening habits of his audience, may use broadcasts effectively through creating awareness and participation and organizing listening groups, how he may supervise the use of broadcasts by students, animate follow-up discussions and activities, and channel feed back reactions to the programme producers. It also describes the basics of programme production and programme styles, indicates the resources required for broadcasting and stresses the importance of supplementary materials.

But the practicality of advice is based on a series of assumptions which may, in fact, prove quite impractical in the average situation in which radio is to be used as part of literacy education. For instance, the literacy worker is presumed to be the link between students and producers to whom he feeds relevant information. But how does he go about making himself heard? It is suggested that the literacy worker "be on the lookout for instances where the radio broadcaster has either over-estimated or under-estimated the learning capacity of the audience", and Burke is confident that "in the project headquarters, specialists in research and evaluation and programme designers will study the information which has been supplied by field workers from all over the country". But anyone who has ever been involved in mass media research or has tried to influence producers knows how rare it is that suggestions which come from the outside are ever taken note of by the professional broadcaster who is jealous of his creative autonomy. Field workers are also urged to contribute directly to programming "by identifying people who might make good guests on a programme; by suggesting some themes for conversation; and often by actually helping record interviews in the field, assuming that portable recording equipment is made available". Unquestionably, these are valid and constructive indications of how the literacy worker may become part of the total broadcast effort. But they presume a comprehensive co-operation between literacy project, broadcaster and field worker which, unfortunately, is lacking in many situations. Generally, each professional agency is apt to see only its own domain and requirements without adequate understanding of the needs of its partners.

What strikes me as the basic practical weakness of this book is that it addresses itself to the literacy worker without adequate consideration of the total context in which he must work and without making it clear that radio may play entirely different roles under varying circumstances. When discussing the objectives of programme planning, Burke restricts alternatives to the varying scope of its audience and adds: "Once the scope of the project has been decided, the planning team must further refine and clarify learning objectives". But these learning objectives and the different programme formats which may be employed by radio depend largely on the functions of radio in the total effort. These functions are, unfortunately, not clearly explained or adequately covered. Lacking is not only the use of radio for the training and guidance of literacy workers, as practised in Brazil, but also radio as a public forum for the airing of public issues (which may also be communicated by letter to the radio station by newly literate listeners) and the promotion of public dialogue between illiterate farmers and the authorities, as practised in Senegal.(2) The entire approach to programme development is held too narrowly in 'practical' terms, without relating it to the development of literacy and programme policies in general. Feedback, whose importance is well stressed by the author, need not come only from literacy workers, it may well flow in directly from the grouped audience which thus gains not only a new voice but also new confidence in its importance and communication skills.

There is a basic difference in the use of radio for the education of illiterates and its use for the teaching of literacy. One can well exist without the other, since one of radio's basic assets is its accessibility to illiterates wherever they live. But the most effective long-range use is undoubtedly the combination of both approaches, whereby radio first reaches the illiterate with useful information, provides a forum for his views and problems, and motivates him to pursue learning and active participation in development. And then radio and its listening groups move on to the acquisition of the specific skills required for reading, writing and arithmetic. Finally, all literacy work requires a good deal of what one might call public relations. Illiterates may need encouragement to pursue studies and indications where they might pursue them. Literates have to be enlisted in support of the literacy movement as teachers and helpers. The public at large has to be sensitized to the fundamental importance of the literacy issue. In all these tasks, radio is of key importance, as are of course also other mass media, such as the press and television. Any literacy programme broadcast over the radio has the double potential benefit of teaching the committed learner and attracting new learners and teachers to the effort. As a public medium, radio make literacy a public issue, an issue not only for the literacy worker but for policy makers in education and the media.

Professor Burke's book grasps some of these dimensions but falls short of being comprehensive or up to date. He relies mainly on information from Colombia, as well as on Unesco studies which cover such projects as the farm forums of India (which had no literacy teaching component) or literacy campaigns in Tanzania. But there are many more recent reports on the educational use of radio in the education of illiterates which unfortunately have not found their way into this publication. Nothing is said, for instance, about MOBRAL, nor about literacy teaching by radio in Mali or the rural educational radio in Senegal.

While Professor Burke underrates the importance of radio in some respects by not showing the many varied uses that can be made of it in addition to those he indicates, he tends to overrate it in another sense by not emphasizing its shortcomings and limitations. Lack of the visual, lack of personal contact between teacher and student, and lack of proximity between the learning situation and the location or orientation of the teaching staff are major handicaps which no literacy campaign can ignore. Some of them can be compensated by print and image, by local monitor and skilful uses of broadcasts, but many of these handicaps do make themselves felt, whatever the use that is made of radio. A guidebook to the educational employment of radio should contain warnings and not only practical encouragement.

Radio is only beginning to prove its power in development; it has a great future which is frequently clouded by those who are dazzled by television or bound to print. But its use does not come easy, it can only render real services if it is built into development policies, serves as a medium of two-way communication rather than one-way propaganda, and is used with imagination and creativity. Professor Burke's emphasis on the key role which the literacy worker may play in fostering active participation and follow-up and channelling two-way communication is valuable at this time. But it is only one link in a comprehensive approach to the use of radio broadcasting in the cultural, social and educational advancement of the illiterate millions and their access to the modern skills of communication.

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# POINTS WHICH REQUIRE CLARIFICATION

by

Richard C. Burke*

Dr. Cassirer's review, while generally very fair and balanced, raises some points which require clarification. First of all, the monograph was not meant to be a comprehensive survey of all literacy teaching by radio projects throughout the world, nor was it possible to deal with the total context in which the literacy field worker must operate. As Professor Bhola notes in the monograph's Overview, "One cannot cover everything within the scope of a single monograph. There are topics which have been considered here only in the barest detail" Bhola suggests, therefore, that readers refer to several other titles in the series of monographs for more extensive treatment of instructional system design, reading elements, programmed instruction and evaluation. Moreover, I feel that narrowing the focus of the monograph is actually an advantage, rather than a shortcoming, in reaching the intended audience with practical and immediately applicable information. For the interested in descriptive case studies and examples of policy formation, a more appropriate vehicle would seem to be the article format, as exemplified by my descriptive study of Colombia's Accion Cultural Popular in the winter 1976-77 issue of *Literacy Work.*

Secondly, in a monograph of a didactic nature, I feel that it is quite appropriate to make assumptions which may represent an idealized version of the average situation in which radio is to be used as part of literacy education. Again, as Professor Bhola notes in the Overview to the monograph, "We have presented a picture of the world where use is being made of radio to teach reading and writing and we have put the middle-level field worker right in the middle of the picture. We have shown how things could look in regard to planning, production, utilization and feedback as seen from his vantage point. We have indicated what he could do to help others produce better programmes and thereby to help himself use these programmes more effectively". In this monograph, we obviously did not wish to present an impossible picture of the realities of literacy field work, but on the other hand we wanted the field workers to have some concrete ideas of the conditions toward which they might reasonably strive.

Finally, as Dr. Cassirer notes, there is indeed a basic difference in the use of radio for the education of illiterates, and its use for the teaching of literacy, and there is a great deal to be written about the education of illiterates by means of radio broadcasting. This monograph under review, however, has as its stated purpose *the use of radio in adult literacy education*, and again, I feel that the narrowing of focus, and careful selection of examples is a strength in the ultimate use of the book, rather than a weakness, as Dr. Cassirer seems to suggest.

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Readers of this journal are indebted to Dr. Cassirer for his perceptive comments about the use of radio in the education of illiterate people, and I hope that readers will make every effort to secure the Unesco documents referred to by Dr. Cassirer in his review.

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*RESPONSE*

## ADULT EDUCATION AND INDIVIDUAL MODERNITY

by

Henry R. Cassirer[*]

Is "modernity" to be welcomed as a factor in development? That is the question raised by Professor Bhola's interesting essay on two books recently published in the United States whose author/editors are Alex Inkeles, David H. Smith and Donald B. Holsinger.

Bhola acknowledges that "not all of us agree that modernization as defined by Inkeles and Smith is a good thing". I certainly wish to be included among the "us". But even Bhola does not seem so sure how far he disagrees. He observes that "some kind of modernization (not exploitative, not destructive of the environment, not alienating) must be obtained if man is to live on Spaceship Earth with dignity". Yes, but what kind of modernity? Can the definitions and findings of the authors be any guidance to those who care about development, adult education and literacy? Leaving aside urban and industrial conditions, I shall confine my comments to the rural areas where the majority of the people live and development is both urgent and difficult.

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[*] *This is a reply to H. S. Bhola's (Professor of Education, Indiana University, Bloomington, Indiana, U.S.A.) essay review of Alex Inkeles and David H. Smith: Becoming Modern: individual changes in six developing countries, Cambridge, Mass., Harvard University Press, 1974 and Alex Inkeles and Donald B. Holsinger (Editors): Education and individual modernity in developing countries, Leiden, The Netherlands, E. J. Brill. Literacy Discussion, Autumn 1976.*

According to Bhola "some optimism is in order for those engaged in the processes of bringing development to their countries ... They should feel heartened by the fact that schools, even when they are not first-rate schools, can still inculcate modernity among children." Personally, I do not feel heartened at all by what the finders tell us about the role of school, or of the mass media for that matter.

The revealing findings are one more important indication why schools as constituted today in most countries are incapable of sustaining rural development. The concept of Overall Modernity (OM) as defined by the authors is inimical to rural development in at least two respects: its lack of emphasis on the value of manual labour and its excessive stress on individualism. If the concept of OM underlies schooling (and it probably does), it is clear why efforts to 'ruralize' formal educational systems are bound to come up against insuperable obstacles.

Peasants in the Upper Region of Ghana refuse to send their children to school and have compelled the government to close 130 schools because of poor attendance. These peasants, like peasants in many other countries who need their children to work on the land, are not opposed to 'development' but to policies which lure the children away from home and farm. They resist the kind of education which primes qualifications suited to urban occupations and government administrations but is alien to the rural setting. They refuse to patronize institutions whose sole purpose seems to be to motivate children against work on the land and for emigration, which alienates them and obstructs their contribution to rural development.

What is of particular concern in an article by a prominent collaborator of the International Institute for Adult Literacy Methods is Bhola's belief that adult educators should follow the schools' example. True, he shies back from the notion "that all adult education become highly formalized or that adults in nonformal education be treated like children". But Bhola asserts that "the content of adult education must be modernized ... The new modernized societies must, that is, be learning societies where learning occurs in schools, adult education centres and over the mass media". That is the way to the disruption of rural societies, to the kind of development which downgrades work with your hands, allegiance to the culture of the people, and the possibilities for a promising future in the rural areas. If that is what educators and literacy workers mean by development, outright resistance against their intrusion into the village is more than plausible.

Formal education and mass media entertainment are two legacies of Western civilization and colonialism which the elite of Third World countries seem to have swallowed hook, line and sinker. Now it is suggested that adult education and literacy follow the same pattern, when they are in fact the one chance to give a new and different sense to education and the use of the media, when they offer the one opportunity for education to become directly relevant to the kind of development the rural people seek and hope for. The peasants' quarrel is not with education as such - they have always educated their children in a thorough and meticulous manner of their own - nor with literacy when they can perceive its direct usefulness to their own work, language and culture. The difficult task ahead is to give to education and the media the meaning and impact which enable rural society to cope with the challenges of the modern age without loss of vitality and identity.

There is no escape from modernity, but not as a brutal break with life of the past, not as a way to turn your back on tilling the land, not as a condemnation of your own language and culture. Mere adherence to tradition surely is not the way of the future. The penetration into the rural areas of modernization, including radio broadcasting and print, cannot be stopped. The issue is how to assure the relevance of such penetration to the life of the rural people and to preserve a certain equilibrium, how to blend electricity, modern medicine and health practices with traditional village life, so it may be improved but not disrupted, how to satisfy the quest for knowledge and entertainment without deep alienation; in short, how to transform rural society without destroying it.

This issue is so delicate and difficult to solve, that it cannot be managed exclusively by an already largely alienated elite and thrust upon the rural people. It requires constant interaction, feedback, participation with the rural people in the determination and execution of policies and initiatives, including those of education and communication.

Formal education, with its firmly established patterns and hierarchical structure, cannot be the starting point. It is from adult education and a fresh use of communication that a new approach may emerge if it is clearly perceived and courageously pursued. But following in the footsteps of the kind of modernization Inkeles, Smith and Co. propound surely is no way to go about it.

*RESPONSE*

# SOME REFLECTIONS ON PSYCHOLOGICAL MODERNITY AND NATIONAL DEVELOPMENT BY A MODERNITY RESEARCHER

by

Donald B. Holsinger*

In issues of "Literacy Discussion" Professor Bhola and Dr. Cassirer have reviewed and criticized modernity research of which my own work is a part. At the invitation of the editor, I should like to enter this debate not so much to join all the issues raised by the earlier writers, but to clarify the position that some modernity theorists have taken on possible implications of their work for broader questions of development.

Few concepts in development research have produced the degree of polemic as has that of modernity. Of basic issue in this question is a prevailing confusion over the interchangeability of the terms modernity, (more specifically the modern man), and national development. We do not see the terms as synonymous descriptions of the same process or phenomena, although we believe that the two are highly interrelated.

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* *University of Arizona, U.S.A. and Joint Editor with Alex Inkeles: Education and Individual Modernity in Developing Countries, E. J. Brill, Leiden, The Netherlands. 136 pages, US$ 16.00.*

It is at least hypothetically possible to have a society full of modern men without a high degree of national development since most definitions of development entail much more than the personal qualities of a national population. It is extremely doubtful, however, whether national development can proceed very far without substantial numbers of modern men to plan, implement, and function within the political and economic institutions endemic in the development process. In the first instance, one can conceive of a society filled with exogenously trained and educated, cosmopolitan, efficacious individuals lacking the resources, the capital, and institutional framework necessary for development to take place. On the other hand, it is unlikely that favourable structural conditions and physical and financial resources will give rise to development on a national basis without a substantial body of modern individuals in the population.

Tracing causal sequences from the individual or psychological to the social system level is a process fraught with danger as the bridges between levels of aggregation are constructed of rickety intellectual and theoretical timber. Furthermore, there is no model which posits the initial order with which development takes place among individuals, communities and social institutions. That is, individuals respond to institutional change and structural reorganization as the schooling evidence shows, but what causes modern institutions such as schools to be built in the first place? From this point of view, psychological modernity research offers little in the way of a development theory. Thus, observations such as Inkeles' that, "Men change societies. But the new social structures they have devised may in turn shape the men who live within the new social order" offer little insight to development planners and foreign ministers in the LDCs despite the accuracy of the comments.

It is interesting to note that it is in precisely those geographical areas and in those public and governmental sectors of the developing nations where modern individuals are likely to be located that one finds the locus of modern institutions and national wealth. This is a crucial point, for unlike the gradual emergence of a socially conscious populistic state which became the ethos of development in industrialized countries, most LDC's have been committed to the notion of populism from the moment of their inception. Thus, they are bound, at a verbal level, to a policy of promoting equity and egalitarianism. Consequently, attention must be paid to the diffusion of the institutional and economic payoffs of the modernization process. Educational expansion is one of the first products of emergent nationalism to reach the local level - in part because schools provide such tangible "evidence" of the political elite's successful development policies and concern for its constituents. The point is, that if schooling produces substantial affective and behavioural changes in individuals along the lines identified by Inkeles and Smith in their syndrome of the modern man, more efficacious men attuned to the exigencies of bureaucratic, impersonal, social institutions will be produced wherever formal schooling has been established.

However, an important and obvious question concerns the longevity of psychological modernity when removed from supporting modern institutional settings. It may be asked how long the individual will retain his modern psychological disposition if once he leaves school he finds himself surrounded by traditional institutions and cultural patterns? The dilemma is acute in developing countries which have characteristically early and large school dropout rates and where the length of time between the end of formal schooling and adulthood, when conceivably the modern individual would most benefit from modern values or contribute to the modern sector of society, is considerable. Thus, it is entirely possible that just as psychological modernity is incrementally acquired through sustained contact with formal schooling, so it may follow that the absence of such contacts witnesses a mirror image decrease in psychological modernity. But, perhaps there will be no loss at all. Only careful longitudinal studies will spell out the answer.

The important caveat in the modern man argument, as it relates to national development, is the tenuousness of the link between attitudes, values and actual behaviour. The Inkeles and Smith study broke very important ground in this area showing a significant correlational relationship between modern values and self-reported modern behaviour. Longitudinal data linking individuals modern in character at time one to modern at time two would constitute more persuasive evidence than the rather weak data heretofore available. Thus, it remains to be established that the psychologically modern man acts consistently with the behaviour predicted by the score of his overall modernity index and also under what kinds of traditional pressures he might not act accordingly.

Of particular importance in this regard is the problem of dysfunction which is a source of social strain and civil strife so frequently witnessed in the developing nations. How much of the disharmony is attributable to the non-parallel development of modern individuals and modern institutional infrastructures? And conversely, how serious are the civil and economic consequences of having a plethora of modern institutions without modern men psychologically "fit" to function within them? In short, can one talk about modern institutions without discussing modern men? (and vice versa?) We think not. When social scientists refer to national development, do they refer only to capital formation, institutional development, balance of trade, G.N.P., and kilowatt hours consumed or do they mean by development the transformation of more deep seated social, cultural, and individual networks of action and interaction responsive to the demands of bureaucratic, industrialized civilizations? To be sure, national development involves an industrial revolution of some magnitude that necessitates the application of scientific processes and knowledge to means of production and daily life. Existent within the social structure must be a group or class of individuals willing to lead the shift away from traditional patterns of life and who are willing to run the risks of change. But, at base, development necessitates the proliferation of modern individuals who are not only receptive to change, but who will make and apply innovations in both their personal lives and in their interactions with others. The proposition that formal schooling is a sure, steady producer of this kind of individual needs only to be qualified by the provision that there be places for school leavers in the modern occupational sector.

The linkage between institutional and individual modernity is not a chicken or egg proposition as is so often claimed by modernity critics. Massive numbers of modern individuals in structurally traditional societies will not in themselves be able to effect drastic acceleration in economic growth. But, as societies develop, there is a concomitantly occurring process of increasing differentiation requiring new kinds of social and psychological orientations on the part of those individuals participating in rapidly expanding modern sectors of the society. Likewise, as the numbers of modern individuals participating in these new sectors increase, so does the speed, given the fiscal resources, at which modern institutions proliferate and become increasingly specialized. Hence, the process is a cyclical one; a symbiotic relationship between the structural and individual elements of a society such that under most circumstances high rates of societal modernization will lead to high levels of individual modernity and vice versa. This history of national development provides ample evidence that although the process is one of mutual interaction, it is by no means strictly linear in the evolutionary sense. Self-selective adaptation, not evolutionary determinism, is the attribute which raises man to his unique status as a functioning as well as a functional organism.

Ethnological studies such as Geertz's, *Peddlers and Princes* illustrate that "modern" behaviour is determined in complex fashions often independent of the ambience of formal institutional structures. Existing traditional structures are irregular, multiple and compound and hence offer differing levels of "take" in the acquisition of modern values and behaviour. Just as Marx's view of class ideology ignores the fact that factory workers come into contact with individuals other than their co-workers who instrumentally shape their attitudes and interests, so development planners must be cognizant that the schooling environment is only one of several powerful agents influencing modern psychological and behavioural proclivities.

Despite these reservations, however, we take issue with critics, such as Portes, whose agnostic views of modernity and development centre on the use of what are essentially straw men. For example, such defenseless and parentless creatures as "Modernity in all its aspects is conducive to socio-economic development" bear slim resemblance if any to the cautious and tentative hypotheses advanced by most moderrity researchers. Furthermore, Portes' claims that,

> There is a historical naivete in believing that if the psychosocial product of centuries of social and economic evolution can just be reproduced in an underdeveloped context, it will bring - by association - the structual arrangements that gave rise to it in the first place.

Without disagreeing with him, could it be that Portes has meant to create the reverse argument: That, if the structural arrangements produced in an undeveloped context, they will bring - by association - the psychosocial characteristics that gave rise to them in the first place. Which statement is the more correct or the least naive? Establishing causal chains is inherently risky and almost always defies empirical verification. Portes' contention that modernity in the West is not identical with underdeveloped modernity is a very curious play on words. Is this a suggestion that the West and the LDC's are to be thought of as occupying opposite poles of the same continuum? We doubt this meaning was intended since it would be tantamount to equating Westernism to development. Furthermore, there are certainly examples of underdevelopment in the West. Portes speaks for many modernity critics when he expressses the belief that modernity differs from one place to another because the process which produces it is something internal and organic and at other times exogenous, that is, imported through cultural diffusion. Later he maintains that it is largely *because* it is a Western import that modernity is so stable across countries. The nature of this Western influence is specified in part as being urban residence, years of education and high socio-economic status. Why these influences should provide experiences that lead to a unique Western-style modernity is not at all clear to us.

In reading critics such as Portes one is left with the impression that an implicit objection to a role for modernity in a theory of national development is that modernity is a characterization of *individuals* and not that this particular set of attitude, value and behavioural components of modernity has been selected over some other. Because it is a characterization of *individuals* any attempt to link their modernity to national development is to imply that the citizens of a country, individually and collectively, are in some measure accountable for the state of their country's socio-economic affairs. But since everyone knows that a theory of development tied exclusively to the characteristics of a nation's populace is extraordinarily simplistic, it is usual to ignore individual considerations altogether. Thus improbable, but in the development-assistance world popular, propositions are advanced to the effect that if we could manage to alter the structure of society through the creation of new institutions, the equitable redistribution of wealth, etc., that "development" would follow lockstep.

The relationship between education and national development ultimately rests on two suppositions: first, education produces cognitive changes in individuals in a manner conducive to the promotion of increased technical and occupational differentiation and specialization; second, formal educational settings facilitate affective changes in individuals which enable the universalistic and bureaucratic requirements of modern institutions to be accommodated. The former function of schooling creates individuals who are not necessarily *more* productive, but who are productive in a new and different way in that they are able to enhance output capabilities in the modern sector of the economy. The second role of education assists development by producing a climate in which both the average man and the "marginal man" can affect and cope with change and in which social-scientific diffusion, both exogenous and indigenous, can operate freely.

National development is a process fraught with setbacks and spasms of social turbulence. The difficulty in most developing efforts is not that there is an inherent contradiction or juxtaposition between traditional institutions and modern institutions, or between the traditional and the modern man, but that the integration mechanisms within the social system are not fully developed or are poorly understood. Our research indicates that one highly productive mechanism of adjustment that deserves more attention is formal schooling. As a part of a national development formula, the essence of psychological modernization as a process which can neither completely unfetter itself from the force of tradition nor wholly syncretize the vagaries of modernity is artfully captured by Clifford Geertz:

> There is ... no simple progression 'tradition' to 'modern', but a twisting, spasmodic, amethodical movement which turns as often toward repossessing the emotions of the past as disowning them.

In summary, the point to be emphasized is that formal education has been shown to produce affective changes in people in the form of individual modernity of a magnitude rivalling measurable cognitive gains. These affective outcomes are significant in that they bear strong fact relationship to broader questions of social development. Modern infrastructures require psychologically adaptive, malleable individuals to inhabit them. These individuals, in turn, offer sustenance to the continual expansion and differentiation of institutions in the political, economic and social spheres of national life. The key and still tenuous link in this interactive process is the nexus between the psychological and the behavioural. In other words, how well do one's dispositions and stated values translate into latent and manifest behaviour promotive of developmentally relevant social change? So far, the evidence is meagre, but points in a direction supportive of the hypothesized picture of the modern man. Further research in the area of the effects of schooling on individual modernity and national development should centre on this question of behaviour. In short, what has been established by the modernity researchers is that the previously theoretically defined modern man is an empirical reality. Formal schooling appears to be the single most important variable effecting the acquisition of modern personality dispositions: a strong sense of social and personal efficacy, a positive valuation of time, a willingness to accept new ideas, a desire to participate actively in communal and political affairs, and a conviction that the national application of scientific principles and technology can solve a wide range of human maladies.

If, in its essence, national development entails a betterment of the human condition, fitting individuals to live in an increasingly complex form of society, then psychological modernity appears to be of undoubted relevance and formal schooling a vital force in the process.

# ADULT EDUCATION AND INDIVIDUAL MODERNITY

by

H. S. Bhola*

In a review essay (*Literacy Discussion*, Autumn 1976, pages 81-95) on two books, *Becoming Modern: Individual Change in Six Developing Countries* by Alex Inkeles and David H. Smith and *Education and Individual Modernity in Developing Countries* edited by Alex Inkeles and Donald B. Holsinger, I had sought to bring to the attention of adult educators and literacy workers some ideas on the concept of overall individual modernity which I thought were rather significant. In the final part of the review essay I had speculated on the implications of research on individual modernity for literacy and adult education. The review essay has invited a rejoinder from my distinguished colleague, Henry R. Cassirer. Let us hope that the issue will be joined by others.

On reading my review essay again recently, I was glad to note that I had pointed to the speculative nature of the statements made which I had described as "tentatively held". Where I had been unable to resolve the dilemmas I had said so and when I had been optimistic, I had been cautiously optimistic. Yet I had been clearly sympathetic to some ideas and there were implications beyond the actual statements made. Some further clarifications are, therefore, provided.

In commenting on the definition of individual modernity as given by Inkeles and Smith, I had suggested that not all of the students of development agree with such a definition of modernity; indeed some have suggested that the very concept of overall modernity is a near-myth. I personally came out on the side of modernization that was not exploitative, not destructive of the environment and not alienating. By implication I did accept the usefulness of the concept of overall individual modernity and I accepted *part* of the list of characteristics in the Inkeles and Smith definition of individual modernity, *but not necessarily the total definition.* I have not yet found reasons to regret this position. Indeed, I have not come across instances of any real development plans or of Utopic imagination, howsoever humanistic and anti-authoritarian, that do not require some of the attributes of individual modernity described by Inkeles and Smith such as: openness to new experience; secularism (which need not mean total abolition of the sacred and the complete banishment of the magical from our lives); a sense of personal efficacy; a commitment

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to individual growth and personal progress (which need not be at the cost of others); planning at the personal level as well as positive orientation to the planning process at the societal level; political participation; and greater capacity and critical competence in information handling.

Cassirer wants modernity too. There is no escape from it, he accepts. He wants modernity that would bring to the rural world electricity, medicine and health care, radio and print, knowledge and entertainment but which would not mean a brutal break with the life of the past, a turning of the back on tilling the land, and a condemnation of the language and culture of the people that got through the process of modernization. According to Cassirer, such modernity must be related to the life of the rural people; it should not disrupt the equilibrium of rural societies; it should not result in their alienation from their own cultures; thus, it should be the modernity that transforms without destroying. Also, and most importantly, such modernization must not be imposed by the alienated elites on the rural masses but rather the future should be invented together by the elite and the masses in participative interaction with each other.

It is impossible to disagree with the general tenor of Cassirer's remarks. But how realistic is such an immaculate conception of the process of modernization? Would it not be necessary that the process of modernization involve both trait-taking (from existing communities and cultures) and trait-making (by the elite)? Would it not mean learning a new rationality by the rural people (maybe more expansive than the Western rationality, but a new rationality nonetheless) to accommodate in their rural traditions the technology of electricity, of tools run on energy, of modern medicine and health practices? Must tilling the land be nothing more than scratching the fields with a stick? Isn't there scope, rather the necessity, to make the manual quite a bit more mechanical and to organize both production and marketing? Are not both language and culture living systems that must undergo perpetual changes as they come in touch with new people, new knowledge and new entertainment?

Transformations must involve some break with the past, and some alienation from the *status quo ante*. What we must work for is a future that is participatively invented. As we fashion new visions and new needs, we should not show contempt for all that exists in the rural world. We should not be dogmatic but genuinely open. Clearly it is a matter of values and style and a calendar of change that reintegrates as it disrupts; new identities are built upon the kernels of old ones. It seems to me that these new identities will involve some of the traits of the modern man as defined by Inkeles and Smith, though not necessarily factory work, consumerism and neglect of the aged. Also, I do not think that the concept of overall modernity precludes the participative invention of social futures by the elite and the masses working together.

I had suggested in my review essay that "schools", bad as they are, were performing a function. I did not mean to suggest though, that schools as they are can contribute to rural development. Only that to those who make it through school, they teach modernity. I had then suggested that adult educators might articulate the organizational imperatives of their enterprise so that reinforcement, modelling, generalization and exemplification can take place within adult education settings. I had, however, suggested that this presented us with a dilemma, since it would mean perhaps some formalization of adult education. I had not been able to resolve this dilemma and still have not.

Adult education at its best must engage rural adults in processes of participative planning and need negotiation. It must provide adult learners with opportunities for conscientization and ability to self-consciously evaluate their own condition. It must enable them to review and critique their tradition for renewal. It might then make it possible that what is accepted is organically related to the old; that a new individualism is invented that is not cannibalistic; that adults produce and sell but do not, in the process, destroy the environment; that they receive entertainment on the media but that does not eliminate personal involvement in folk celebrations and renders life to mere spectatorship.

A behaviourist, of course, would have no difficulty in reconciling the ideal role of adult education and the organizational imperatives of reinforcement, modelling, exemplification and generalization. Freedom and dignity too, they would suggest, has to be learnt through reinforcement, modelling, exemplification and generalization. The whole process of socialization and enculturation, they would say, is a process of conditioning.

If we accept that modernization of the rural areas would involve transformation of individual identities or late-socializations of rural adults, then these identities will have to include some of the characteristics of individual modernity that are part of the definition of Inkeles and Smith.

# Language and Literacy: Current Issues and Research

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The importance of linguistics and language choice in promoting literacy is an issue which has concerned Unesco for more than 25 years. In response to a Unesco request to promote research activities into the uses of mother tongues in literacy, the International Institute for Adult Literacy Methods commissioned Dr. Thomas Gorman, a recognized expert in the application of linguistics to literacy, to edit a work on the subject. This reader is the result. The first section contains articles, selected or commissioned, from experts illustrating the relevance of development in theoretical and applied linguistics in literacy teaching. In the second section, certain issues developed theoretically in the first part, are exemplified in relation to literacy situations in different areas, including studies from the Soviet Union, the People's Republic of China, Ibero-America and the Caribbean, Sub-Saharan Africa, Tunisia, U.S.A. and Thailand.

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